lietuvių

Lithuanian

Language Guide

July 2015
Lithuanian 1.2
© 2015 by Intellectual Reserve, Inc. All Rights Reserved.
This document may contain proprietary intellectual property that may not be used or shared without proper written consent.

Lithuanian
Recommended Grammar Sequence

Table of Contents by Function **3**

Introductory Material **5**

Alphabet and Pronunciation 20
Common Classroom Phrases 21

Missionary Tasks

Introductions 22
Give a Simple Overview 24
Offer a Prayer 26
Bear Testimony 28
Extend an Invitation 30
Share a Scripture 32
Share an Experience 34

Grammar Principles

Būti (to be) 36
Present Tense Verb Conjugations 41
Conceptual Practice: Direct vs. Indirect Objects 45
Accusative Case 47
Dative Case 51
Past Tense Verb Conjugations 55
Future Tense Verb Conjugations 59
Conceptual Practice: Nominative, Accusative, Dative and Genitive Cases 63
Genitive Case 65
Conceptual Practice: Adjectives and Adverbs 69
Conceptual Practice: Matching Number, Case, and Gender 71
Adjectives 73
Adverbs 76
Adverbs 77
Impersonal Constructions 81
Instrumental Case 85
Reflexive Verbs 88
Reflexive Verbs 89
Vocative Case and Imperative Tense 93
Locative Case 97
Subjunctive + Kad 101
Conceptual Practice: Kad vs. Kuris 105
Frequentative Past Tense 107
Negation Rule 111
Partitive 115
Conceptual Practice: Ar vs. Jeigu 119
Conceptual Practice: Passive vs. Active Voice 121
Conceptual Practice: Iš vs. Nuo 123

Asking about and describing actions and events

Accusative Case 46
Adverbs 76
Dative Case 50
Frequentative Past Tense 106
Future Tense Verb Conjugations 58
Instrumental Case 84
Negation Rule 110
Past Tense Verb Conjugations 54
Reflexive Verbs 88
Vocative Case and Imperative Tense 92

Asking about and describing objects, people, and their characteristics

Adjectives 72
Present Tense Verb Conjugations 40

Asking about and expressing a state of being

Būti (to be) 36

Asking about and expressing desire, need, preference, ability, intentions, or purpose

Impersonal Constructions 80
Locative Case 96
Partitive 114
Subjunctive + Kad 100

Asking about and expressing possession and ownership

Genitive Case 64

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

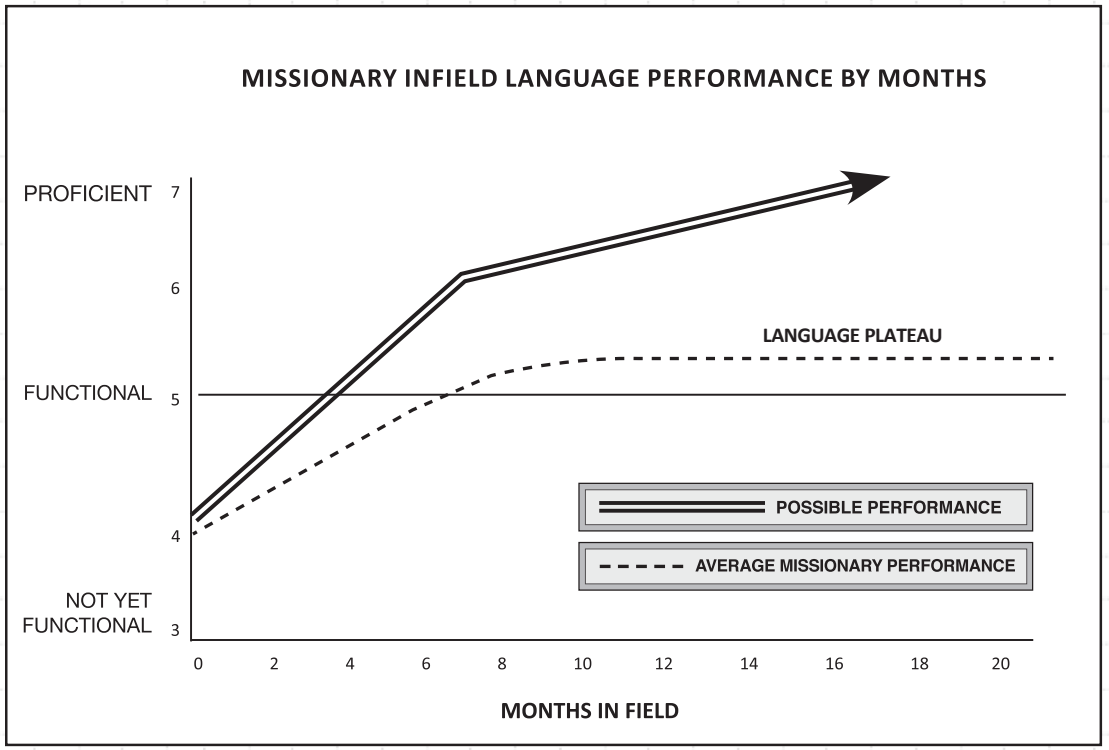
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



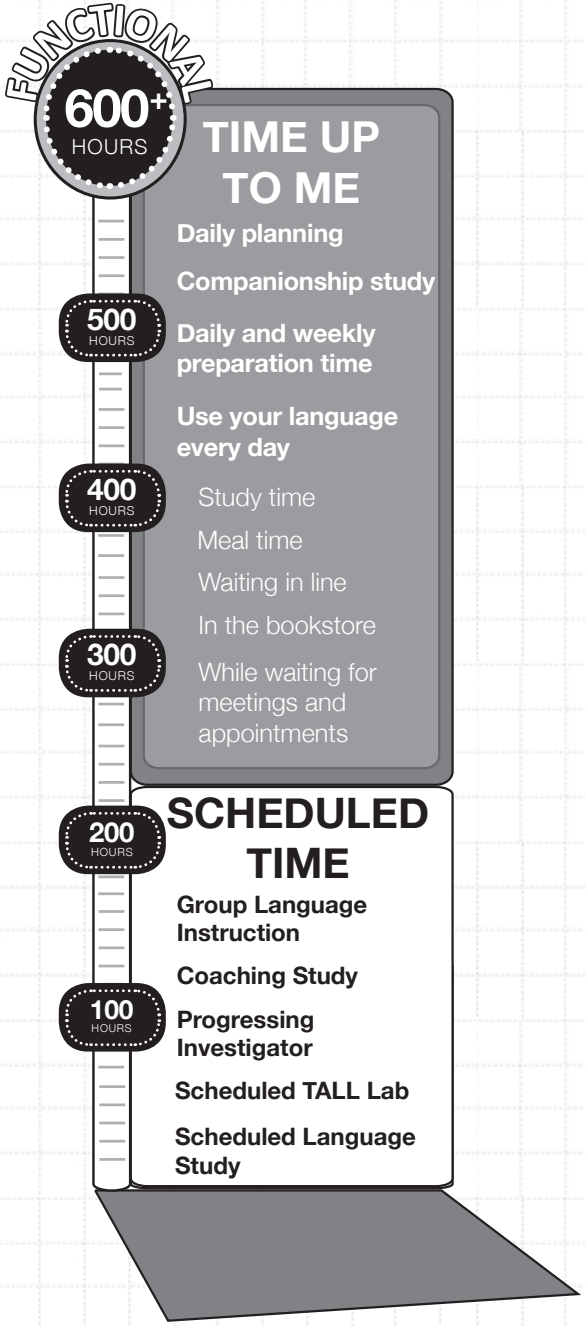
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

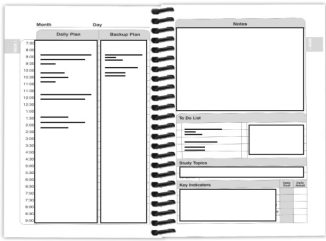
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

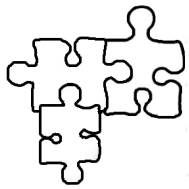
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

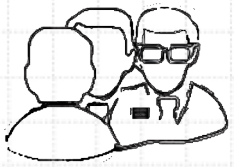


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

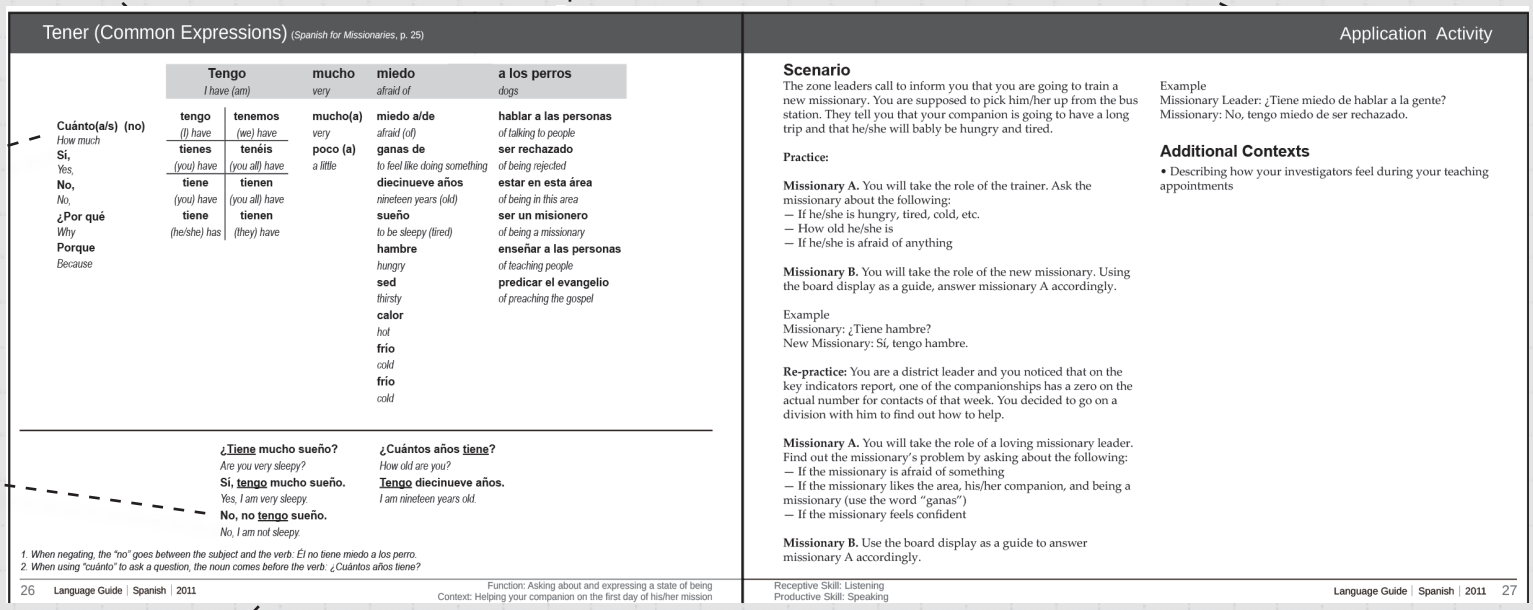
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

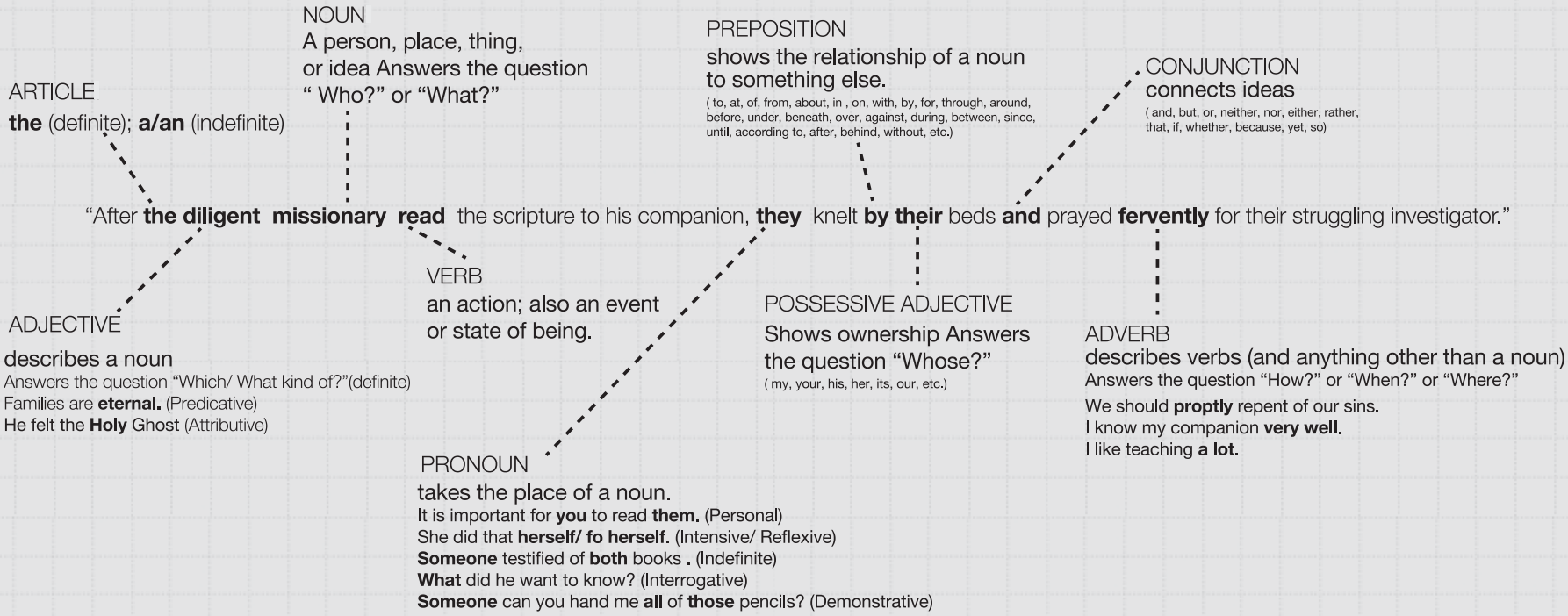
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Pronunciation Guide

Lithuanian has 32 letters in the alphabet. For the most part the language is phonetic. A sample word for each letter is provided. The bolded letters in the English word is the approximate sound of each letter.

A a	m**u**d (short), f**a**ther (long)
Ą ą	f**a**ther (held slightly longer than a normal long A)
B b	**b**aby
C c	an**ts**, be**ts**
Č č	**ch**ild, **ch**urch
D d	in**d**eed
E e	m**a**n
Ę ę	b**a**d
Ė ė	back of the throat, long
F f	**f**it
G g	**g**oose, **g**uilty
I i	p**i**t
Į į	always long, d**ee**d (without gliding off)
Y y	always long, d**ee**d
J j	always like a y, **y**es (never j like joke)
K k	**c**ool, **k**ey
L l	be**l**t, p**l**ease
M m	**m**other, **m**eet
N n	**n**ose, **n**eat
O o	d**oo**r, **o**pen
P p	s**p**ort
R r	trilled like Italian and Spanish
S s	**s**o
Š š	**sh**arp, **sh**eep
T t	s**t**ood, s**t**eep
U u	long u sound, shorter duration, fl**u**
Ų ų	always long, sch**oo**l, p**oo**l (without gliding off)
Ū ū	always long, sch**oo**l, p**oo**l
V v	**v**oice
Z z	**z**oo, **z**eal
Ž ž	mea**s**ure, trea**s**ure

Consonant combinations:

ch	ch in German a**ch**t, Ba**ch**
dz	ds in deman**ds**, men**ds**
dž	j in **j**oke, **j**et

Diphthongs:

ai	**ai**sle, b**i**te
au	c**ow**, **ou**t
ei	w**ei**ght, w**ay**
ie	**ye**ah without gliding off
ui	like the French ‘yes’ ‘**oui**’
uo	**oo** then **a**h in rapid succession

Useful Phrases for Your First Day

Ką reiškia_____?.....*What does_____mean?*

Kaip pasakyti_____?.....*How do you say_____?*

Suprantate?.....*Do you understand?*

Aš suprantu.....*I understand.*

Aš nesuprantu.....*I don't understand.*

Pakartokite.....*Repeat.*

Taip.....*Yes.*

Ne.....*No.*

Atsiprašau.....*Excuse me. Sorry.*

Ačiū.....*Thank you.*

Prašau/Prašome.....*You're welcome.*

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Personal Pronouns	
Aš I	**Mes** We
Tu You *(sing.)*	**Jūs** You *(sing. fml.)/ (pl.)*
Jis*(m.)*/**Ji***(f.)* He/She	**Jie***(m.)*/**Jos***(f.)* They

Būti-to be
(present tense)

(Aš) esu	(Mes) esame
(Tu) esi	(Jūs) esate
(Jis/Ji) yra	(Jie/Jos) yra

Greetings	
Labas	*Hello*
Laba diena	*Good day*
Viso gero	*Good-bye*

How are you?	
kaip-*how*	
Kaip sekasi?- *How are you?*	
man- *to/for me (dat.)*	**gerai-** *good*
	normaliai- *normal*
	blogai- *bad*
ir- *and*	
jums- *to/for you (dat.)*	
Ir jums?- *And (to) you?*	

Introduce		
Aš esu- I am	**misionierius-** *missionary (m. sing.)*	**iš-** *from*
	misionierė- *missionary (f. sing.)*	**Jėzus Kristus-** *Jesus Christ*
Mes esame- We are	**misionieriai-** *missionaries (m. pl.)*	**Jėzaus Kristaus-** *of Jesus Christ (gen.)*
	misionierės - *missionaries (f. sing.)*	**Bažnyčia-** *church*

Names
koks- *what kind*
jūsų- *your (gen.)*
vardas- *name*
mano- *my (gen.)*
vardas- *name*
yra- *is (see būti)*
čia- *here*
yra- *is (see būti)*
malonu- *pleasure, nice to meet you*

Where are you from?	
Iš kur jūs esate?- *Where are you from?*	
iš- *from*	
kur- *where*	
jūs- *you (sing. fml.)/(pl.)*	
esate- *are (see būti)*	
Aš esu iš Amerikos- *I am from America*	
aš- *I* **esu-** *am (see būti)* **iš-** *from*	**Amerika-** *America* **Lietuva-** *Lithuania*

Patterns and Phrases

Greetings
Labas
Laba diena
Viso Gero

How are you?	
Kaip sekasi?	
Man	gerai
	normalai
	blogai
Ir jums?	

Introduce		
Aš esu	misionierius *(m. sing.)*	iš Jėzaus Kristaus Bažnyčios.
	misionierė *(f. sing.)*	
Mes esame	misionieriai *(m. pl.)*	
	misionierės *(f. pl.)*	

Names
Koks jūsų vardas?
Mano vardas yra...
Čia yra....
Malonu.

Where are you from?	
Iš kur jūs esate?	
Aš esu iš...	Amerikos
	Lietuvos

Practice:

Introduce yourself in Lithuanian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Personal Pronouns	
Aš I	**Mes** We
Tu You *(sing.)*	**Jūs** You *(sing. fml.)/ (pl.)*
Jis*(m.)*/**Ji***(f.)* He/She	**Jie***(m.)*/**Jos***(f.)* They

Būti-to be
(present tense)

(Aš) esu	(Mes) esame
(Tu) esi	(Jūs) esate
(Jis/Ji) yra	(Jie/Jos) yra

State Basic Beliefs		
Dievas- *God*	**yra-** *is (see būti)*	**mūsų-** *our (gen.)*
		tėvas- *father*
Mormono Knyga- *Book of Mormon*		**Dievo-** *of God (gen.)*
		žodis- *word*
Jėzus Kristus- *Jesus Christ*		**mūsų-** *our (gen.)*
		Gelbėtojas- *savior*
Bažnyčia- *church*		**tiikra-** *true*
Džozefas Smitas- *Joseph Smith*		**pranašas-** *prophet*

Mūsų- *our* **tikslas-** *purpose* **yra-** *is (see būti)*	**padėti-** *to help*
	kiti- *others*
	ateiti- *to come*
	pas- *to (unto)*
	Kristus- *Christ*
	mokyti- to teach
	žmonės- people
	apie- *about*
	Kristus- *Christ*
Ar jūs... *(Question) You...*	**tikintis-** *believing person*
	melstis- *to pray*
	eiti- *to go*
	į- *to*
	bažnyčia- *church*

Patterns and Phrases

State Basic Beliefs		
Dievas	yra	mūsų Tėvas.
Mormono Knyga		Dievo žodis
Jėzus Kristus		mūsų Gelbėtojas.
Bažnyčia		tikra.
Džozefas Smitas		pranašas.

Mūsų tikslas yra...	padėti kitiems ateiti pas Kristų.
	mokyti žmones apie Kristų.
	jus pakrikštyti.
Ar jūs...	tikintis?
	meldžiatės?
	einate į bažnyčią?

Practice:

Pretend your companion is an investigator. In a few brief statements, state your beliefs.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Begin	
Brangus	*Dear*
Dangiškasis	*Heavenly*
Tėvas	*Father*

Dėkoti- to thank
(present tense)

(Aš) dėkoju	(Mes) dėkojame
(Tu) dėkoji	(Jūs) dėkojate
(Jis/Ji) dėkoja	(Jie/Jos) dėkoja

Thank			
dėkoti- *to thank*	**tau-** *to thee, to you (dat.)*	**už**- *for*	**pranašas**- *prophet*
			Jėzus Kristus- *Jesus Christ*
			galimybė- *opportunity*
			būti- *to be*
			misionieriai- *missionaries*

Prašyti- to ask
(present tense)

(Aš) prašau	(Mes) prašome
(Tu) prašai	(Jūs) prašote
(Jis/Ji) prašo	(Jie/Jos) prašo

Ask			
prašyti- *to ask*	**tavęs-** *of thee, of you (gen.)*	**palaiminti-** *to bless*	**maistas-** *food*
			mus-*us (acc.)*
			pranašas- *prophet*
			savo- *denotes possession*
			šeima- *family*
			besidomintysis/besidomintieji- *investigator(s)*
			mano- *my (gen.)*
			porininkas (m.)/porininkė (f.)- *companion*
		padėti- *to help*	**mums-** *to/for us (dat.)*
			išmokti- *to learn*
			kalba- *language*

End	
Jėzus Kristus	*Jesus Christ*
vardas	*name*
Amen	*Amen*

Patterns and Phrases

Begin
Brangus Dangiškasis Tėve...

Thank			
Aš dėkoju	tau	už	pranašą.
			Jėzų Kristų.
Mes dėkojame			galimybę būti misionieriai.

Ask			
Aš prašau	tavęs	palaiminti	maistą
			mus
			pranašą
			savo šeimą (šeimas)
			savo besidominčiuosius
Mes prašome			mano porininką *(m.)*/ porininkę *(f.)*
		padėti	mums išmokti lietuvių kalbą.

End
Jėzaus Kristaus vardu, Amen.

Practice:

Pray in Lithuanian with your companion as much as possible, i.e. blessing food, planning, and companionship study.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Žinoti- to know
(present tense)

(Aš) žinau	(Mes) žinome
(Tu) žinai	(Jūs) žinote
(Jis/Ji) žino	(Jie/Jos) žino

Tikėti- to believe
(present tense)

(Aš) tikiu	(Mes) tikime
(Tu) tiki	(Jūs) tikite
(Jis/Ji) tiki	(Jie/Jos) tiki

Testify		
žinoti- *to know*	**kad-***that*	**ši-** *this*
		bažnyčia- *church*
		yra- *is (see būti)*
		tikra- *true*
		Mormono Knyga- *Book of Mormon*
		yra- *is (see būti)*
		tikra- *true*
		Džozefas Smitas- *Joseph Smith*
		buvo- *was (see būti)*
		pranašas- *prophet*
		Dievas- *God*
		yra- *is (see būti)*
		mūsų- *our (gen.)*
		Dangiškasis Tėvas- *Heavenly Father*
		Dievas- *God*
		atsakyti- *to answer*
		į - *to*
		mūsų- *our (gen.)*
		malda- *prayer*

Ask Questions		
Ar jūs- *see pg. 119 or grammar book "Ar"*	**tikėti-** *to believe*	**Dievas-** *God*
		Jėzus Kristus- *Jesus Christ*
		Biblija- *Bible*

Patterns and Phrases

Testify	
Aš žinau, kad...	ši bažnyčia yra tikra.
	Mormono Knyga yra tikra.
	Džozefas Smitas buvo pranašas.
	Dievas yra mūsų Dangiškasis Tėvas.
	Dievas atsako į mūsų maldas.

Ask Questions	
Ar jūs tikite...	Dievu?
	Jėzumi Kristumi?
	Biblija?

Practice:

Before your next class, share your testimony with three other missionaries, not in your district, while your companion translates. Feel free to make your own sentences going beyond the board display. Speak from the heart.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Galėti-to be able to (present tense)

(Aš) galiu	(Mes) galime
(Tu) gali	(Jūs) galite
(Jis/Ji) gali	(Jie/Jos) gali

Invite	
Ar jūs- *see pg. 119 or grammar book "Ar"*	**skaitysite-** *you will read (future tense)*
	Mormono Knyga- *Book of Mormon*
	ateisite- *you will come (future tense)*
	į- *to*
	bažnyčia- *church*
	melsitės- *you will pray (future tense)*
	pasikrikštysite- *you will be baptized (future tense)*

Follow Up	
Ar jūs- *see pg. 119 or grammar book "Ar"*	**skaitėte-** *you read (past tense)*
	Mormono Knyga- *Book of Mormon*
	atėjote- *you came (past tense)*
	į- *to*
	bažnyčia- *church*
	meldėtės- *you prayed (past tense)*

Ask Questions		
Ar mes- *see pg. 119 or grammar book "Ar"*	**galėti-** *to be able to*	**kalbėti-** *to speak,talk*
		su- *with*
		jumis- *you (instr.)*
		susitikti- *to meet*
		su- *with*
		jumis- *you (instr.)*
		užrašyti- *to write down*
		jūsų- *your (gen.)*
		telefono numeris- *telephone number*

Patterns and Phrases

Invite		
Ar jūs...	skaitysite	Mormono Knygą?
	ateisite	į bažnyčią?
	melsitės?	
	pasikrikštysite?	

Follow Up		
Ar jūs...	skaitėte	Mormono Knygą?
	atėjote	į bažnyčią?
	meldėtės?	

Ask Questions		
Ar mes...	galime	kalbėti su jumis?
		susitikti su jumis?
		užrašyti jūsų telefono numerį?

Practice:

Identify an invitation you will be extending to your progressing investigator in your next lesson. Practice extending the invitaion and testifying to a missionary not in your district. Have your companion translate.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Kalbėti-to speak/talk
(present tense)

(Aš) kalbu	(Mes) kalbame
(Tu) kalbi	(Jūs) kalbate
(Jis/Ji) kalba	(Jie/Jos) kalba

Skaityti- to read
(future tense)

(Aš) skaitysiu	(Mes) skaitysime
(Tu) skaitysi	(Jūs) skaitysite
(Jis/Ji) skaitys	(Jie/Jos) skaitys

Introduce			
Čia- *here*	**kalbėti**- *to speak*	**apie-** *about*	**tikėjimas-** *faith*
Nefis- *Nephi*			**atgaila-** *repentance*
Alma- *Alma*			**krikštas-** *baptism*
Helamanas- *Helaman*			**Šventoji Dvasia-** *Holy Ghost*
Mozijas- *Mosiah*			**malda-** *prayer*

Share a Scripture (Read)		
Ar jūs- *see pg. 119 or grammar book "Ar"*	**skaityti-** *to read*	**nuo-** *from*
		čia- *here*
		iki- *until*
		ši- *this*
		eilutė- *verse*
		garsiai- *aloud, loudly*

Apply		
Ką reiškia___?- *What does____ mean?*	**ši-** *this*	**jums-** *to/for you (dat.)*
	eilutė- *verse*	
	tikėjimas- *faith*	
	atgaila- *repentance*	
Kas yra___?- *Who/What is___?*	**Šventoji Dvasia-** *Holy Ghost*	
	malda- *prayer*	
Kaip mes galime pritaikyti šią eilutę?- *How can we apply this scripture?*		
Kaip mes galime būti kaip...?- *How can we be like...(Nephi, Alma, etc.)?*		

Patterns and Phrases

Introduce			
Čia (Nefis, Alma, Helamanas, Mozijas)	kalba	apie	tikėjimą.
			atgailą.
			krikštą.
			Šventąją Dvasią.
			malda.

Share a Scripture (Read)		
Ar jūs...	skaitysite	nuo čia iki čia?
		šią eilutę?
		garsai?

Apply		
Ką reiškia...	ši eilutė	jums?
	tikėjimas	
	atgaila	
Kas yra...	Šventoji Dvasia	
	malda	
Kaip mes galime pritaikyti šią eilutę?		
Kaip mes galime būti kaip...		Nefis, Alma, Helamanas, Mozijas?

Practice:

Think of a verse you want to share with your investigator in your next lesson. Practice introducing, reading and applying the scripture to a missionary not in your district. Have your companion translate.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Būti- to be
(past tense)

(Aš) buvau	(Mes) buvome
(Tu) buvai	(Jūs) buvote
(Jis/Ji) buvo	(Jie/Jos) buvo

Skaityti- to read
(past tense)

(Aš) skaičiau	(Mes) skaitėme
(Tu) skaitei	(Jūs) skaitėte
(Jis/Ji) skaitė	(Jie/Jos) skaitė

Melstis- to read
(past tense)

(Aš) meldžiausi	(Mes) meldėmės
(Tu) meldeisi	(Jūs) meldėtės
(Jis/Ji) meldėsi	(Jie/Jos) meldėsi

Share Joseph Smith's Experience		
Džozefas Smitas- *Joseph Smith*	**norėti-** *to want*	**sužinoti-** *to find out*
		kokia- *what kind (f.)*
		bažnyčia- *church*
		buvo- *was (see būti)*
		teisinga- *correct*
	skaityti- *to read*	**Biblija-** *Bible*
	melstis- *to pray*	**Dievas-** *God*
	matyti- *to see*	**Dievas-** *God*
		Jėzus Kristus- *Jesus Christ*
	būti- *to be*	**pašauktas-** *called*
		būti- *to be*
		pranašas- *prophet*
	išversti- *to translate*	**Mormono Knyga-** *Book of Mormon*

Per- *through*	**Džozefas Smitas-** *Joseph Smith*	**Dievas-** *God*
		sugrąžinti- *to restore*
		savo- *denotes possession*
		bažnyčia- *church*

Patterns and Phrases

Share Joseph Smith's Experience	
Džozefas Smitas	norėjo sužinoti kokia bažnyčia buvo teisinga.
	skaitė Bibliją.
	meldesi Dievui.
	matė Dievą ir Jėzų Kristų.
	buvo pašauktas būti pranašu.
	išvertė Mormono Knygą.

Per	Džozefą Smitą	Dievas sugrąžino savo bažnyčią.

* See Testify Task

Practice:

Find a missionary not in your district. Introduce yourself, share the Joseph Smith story using a scripture, testify, and extend an invitation. Have your companion translate.

Būti (to be)

Mes	**esame**	**misionieriai.**
We	*are*	*missionaries.*

Personal Pronouns	
Aš- *I*	**Mes-** *We*
Tu- *You*	**Jūs-** *You*
Jis/Ji- *He/She*	**Jie/Jos-** *They*

* When būti is negated in the third person, ne + yra becomes "nėra"

Noun	Būti	Masculine	Feminine
Aš- *I*	**Present Tense** (Aš) esu- am / (Mes) esame- are (Tu) esi- are / (Jūs) esate- are (Jis/Ji) yra- is / (Jie/Jos) yra- are	**misionierius(-iai)-** *missionary(-ies)*	**misionierė(-ės)-** *missionary(-ies)*
Tu- *You*		**vyresnysis(-ieji)-** *elder(s)*	**sesuo(-erys)-** *sister(s)*
Jis/Ji- *He/She*		**brolis(-iai)-** *brother(s)*	**draugė(-ės)-** *friend(s)*
Mes- *We*		**draugas(-ai)-** *friend(s)*	**motina(-os)-** *mother(s)*
Jūs- *You*	**Past Tense** (Aš) buvau- was / (Mes) buvome- were (Tu) buvai- were / (Jūs) buvote- were (Jis/Ji) buvo-were / (Jie/Jos) buvo- were	**tėvas(-ai)-** *father(s)*	**dukra(-os)-** *daughter(s)*
Jie/Jos- *They*		**vaikas(-ai)-** *child/children*	**tikra-** *true*
Dievas- *God*		**sūnus(-ūs)-** *son(s)*	
Jėzus Kristus- *Jesus Christ*		**pranašas(-ai)-** *prophet(s)*	
Džozefas Smitas- *Joseph Smith*	**Future Tense** (Aš) busiu- will be / (Mes) busime- will be (Tu) busi- will be / (Jūs) busite- will be (Jis/Ji) bus- will be / (Jie/Jos) bus- will be	**Gelbėtojas-** *Savior*	
Tomas Monsonas- *Thomas Monson*			
Mormono Knyga- *Book of Mormon*			
Bažnyčia- *Church*			

Function: Asking about and expressing a state of being
Context: Introduce yourself and your purpose

Mes	**esame**	**misionieriai.**
We	*are*	*missionaries.*

Aš	**Present Tense**	misionierius(-iai)	misionierė(-ės)
Tu	esu / esame	vyresnysis(-ieji)	sesuo(-erys)
Jis/Ji	esi / esate	brolis(-iai)	draugė(-ės)
Mes	yra / yra	draugas(-ai)	motina(-os)
Jūs	**Past Tense**	tėvas(-ai)	dukra(-os)
Jie/Jos	buvau / buvome	vaikas(-ai)	tikra
Dievas	buvai / buvote	sūnus(-ūs)	
Jėzus Kristus	buvo / buvo	pranašas(-ai)	
Džozefas Smitas	**Future Tense**	Gelbėtojas	
Tomas Monsonas	busiu / busime		
Mormono Knyga	busi / busite		
Bažnyčia	bus / bus		

Ar jūs esate misionierius?
Are you a missionary?
Taip, aš esu misionierius.
Yes, I am a missionary.
Ne, aš nesu misionierius.
No, I am not a missionary.

Ar jie yra draugai?
Are they friends?
Taip, jie yra draugai.
Yes, they are friends.
Ne, jie nėra draugai.
No, they are not friends.

Scenario

- You and your companion are visiting a family for the first time. They ask what you believe about God and Jesus Christ.

1. Practice: Teach them who God and Jesus Christ are and what our relationship with them is.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- The young boy in the family asks why you're teaching this and where you're from. Introduce yourself and your purpose.
- You are sitting on a city bus next to two women who are talking about how confusing and difficult life is. You feel impressed to share with them the truth about who they really are and who their Heavenly Father is.
- You are meeting with a young family and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about Him."

Present Tense Verb Conjugations

Aš žinau, kad	**Dievas**	**myli**	**mus.**
I know that	*God*	*loves*	*us.*

	Noun	Verb	Cases
Aš tikiu, kad- *I believe that*	**Dievas-** *God*	**laiminti-** *to bless*	**šeimą(-as)-** *family(-ies) (acc.)*
			mane- *me (acc.)*
			jį- *him (acc.)*
	Jėzus Kristus- *Jesus Christ*		**ją-** *her (acc.)*
			mus- *us (acc.)*
		dirbti- *to work*	**stropai-** *diligently*
Aš liudiju, kad- *I testify that*	**evangelija-** *gospel*	**norėti-** *to want*	**padėti mums-** *to help us (dat.)*
		turėti- *to have*	**planą mums-** *plan (acc.) for us (dat.)*
			Kristaus evangeliją- *gospel of Christ (gen.)/(acc.)*
	aš- *I*	**mylėti-** *to love*	**šeimą(as)-** *family(-ies) (acc.)*
			mane- *me (acc.)*
			jį- *him (acc.)*
Aš žinau, kad- *I know that*	**tu-** *you*		**ją-** *her (acc.)*
			mus- *us (acc.)*
		klausyti- *to listen*	**mūsų maldų-** *our prayers (gen.)*
	mes- *we*	**mokyti-** *to teach*	**mane-** *me (acc.)*
			jį/ją- *him/her (acc.)*
			mus- *us (acc.)*

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

-YTI Verbs
(present tense)

(Aš) -au	(Mes) -ome
(Tu) -ai	(Jūs) -ote
(Jis/Ji) -o	(Jie/Jos) -o

Function: Asking about and describing objects, people, and their characteristics
Context: Testifying

Aš žinau, kad	**Dievas**	**myli**	**mus.**
I know that	*God*	*loves*	*us.*

Aš tikiu, kad	Dievas	laiminti	**-TI Verbs** (present tense): (Aš) -u; (Mes) -ame; (Tu) -i; (Jūs) -ate; (Jis/Ji) -(i)a; (Jie/Jos) -(i)a	šeimą(-as).
				mane.
				jį.
	Jėzus Kristus			ją.
				mus.
		dirbti		stropiai
Aš liudiju, kad	evangelija	norėti	**-ĖTI Verbs** (present tense): (Aš) -iu; (Mes) -ime; (Tu) -i; (Jūs) -ite; (Jis/Ji) -i; (Jie/Jos) -i	padėti mums.
		turėti		planą mums.
				Kristaus evangeliją.
	aš	mylėti		šeimą(-as).
				mane.
				jį.
Aš žinau, kad	tu		**-YTI Verbs** (present tense): (Aš) -au; (Mes) -ome; (Tu) -ai; (Jūs) -ote; (Jis/Ji) -o; (Jie/Jos) -o	ją.
				mus.
		klausyti		mūsų maldų.
	mes	mokyti		mane.
				jį/ją.
				mus.

Ar žinote, kad Jėzus Kristus myli jus?
Do you know that Jesus Christ loves you?
Taip, aš žinau, kad Jėzus Kristus myli mane.
Yes, I know that Jesus Christ loves me.
Ne, aš nežinau, kad Jėzus Kristus myli mane.
No, I do not know that Jesus Christ loves me.

Ar tikite, kad Dievas klauso mūsų maldų?
Do you believe that God listens to our prayers?
Taip, aš tikiu, kad Dievas klauso mūsų maldų.
Yes, I believe that God listens to our prayers.
Ne, aš netikiu, kad Dievas klauso mūsų maldų.
No, I do not believe that God hears our prayers.

Application Activity

Scenario

- You have been teaching Gitana for a few days. She has been reading The Book of Mormon and praying to know that it is true but has doubts.

1. Practice: Testify to Gitana to invite the Spirit and teach her how to let go of her doubts and trust in God.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- Yesterday at church, one of the members, Stasė, mentioned to you that a young single adult just moved into the apartment next to hers and met with missionaries a few years ago. He expressed interest in meeting again with the missionaries. Stasė gave you his address and you are now in the apartment of this former investigator. Ask questions to find out where he is in his conversion.
- You meet a family in a park. Ask a few questions to understand their religious background. Teach and testify about what you believe.

Conceptual Practice: Direct vs. Indirect Objects

INSTRUCTIONS:
Direct objects are the direct recipients of the verb; the noun on which the action is being performed. For example, Joseph Smith saw **Him**. Indirect objects indirectly receive the action of the verb and can always have a preposition placed before the object; the noun that is receiving or benefiting from the action. For example, We spoke **to them**. Identify the direct and indirect objects in the following sentences. All sentences may not have both. Translate the sentences to Lithuanian.

1. Joseph Smith saw God.
2. God spoke to him.
3. The people rejected Joseph Smith.
4. They persecuted him.
5. The atonement frees us from sin.
6. The Spirit whispered to me.
7. Have you ever spoken to him?
8. The Holy Ghost cleans us.
9. The Holy Ghost testifies to us.
10. The Holy Ghost warns us of danger.
11. I read it.
12. I read it to them.
13. Did he pray to God?
14. Did he receive an answer?
15. In heaven we will see our families.
16. We will explain to them the commandments.
17. We will draw the Plan of Salvation for our investigators.
18. I told you about District Meeting.
19. Missionaries preach the gospel to the world.
20. The missionaries testified to him.
21. The Holy Ghost gives a testimony to us.
22. The Holy Ghost gives us a witness.
23. God gave us prophets.
24. God gave his son Jesus Christ for us.
25. Joseph Smith translated it.
26. Joseph Smith gave it to them.
27. The missionaries gave him the Book of Mormon.
28. The missionaries introduced themselves to them.
29. Do the investigators understand this?
30. Jesus Christ gave the priesthood to man.
31. The gospel blesses his life.
32. God authorizes men.
33. Keeping the commandments brings happiness to us.
34. My companion writes a letter to his mother.
35. Baptism is essential to our salvation.

Accusative Case

Dievas	**laimina**	**mus.**
God	*blesses*	*us.*

Noun	Verb	Accusative Case
Dievas-*God*	**laiminti**- *to bless*	**mus-** *us*
		šeimą(-as)- *family(ies)*
		gyvenimą(- us)- *life(-ves)*
Jėzus Kristus- *Jesus Christ*	**sugrąžinti-** *to restore*	**bažnyčią-** *church*
		kunigystę- *priesthood*
	pašaukti- *to call*	**pranašą(-us)-** *prophet(s)*
		apaštalą(-us)- *apostle(s)*
Mormono Knyga- *Book of Mormon*	**suteikti-** *to bestow*	**palaiminimą(-us)-** *blessing(s)*
		kunigystę- *priesthood*
		laimę- *happiniess*
Evangelija- *gospel*	**mylėti-** *to love*	**mus-** *us*
		šeimą(-as)- *family(ies)*
		Dievą- *God*
Mes- *We*	**turėti-** *to have*	**pranašą(-us)-** *prophet(s)*
		šeimą(-as)- *family(ies)*

Accusative Personal Pronouns	
mane	mus
tave	jus
jį/ją	juos/jas

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

Singular Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Accusative	-ą	-į	-į	-ų	-ą	-ę	-ią	-į	-enį	-erį

Plural Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Accusative	-us	-ius	-ius	-us	-as	-es	-ias	-is	-enis	-eris

Function: Asking about and describing actions and events
Context: Teaching about the restoration

Dievas	**laimina**	**mus.**
God	*blesses*	*us.*

Dievas	laiminti	**-TI Verbs** (present tense)	mes
Jėzus Kristus	sugrąžinti	(Aš) -u / (Mes) -ame (Tu) -i / (Jūs) -ate (Jis/Ji) -(i)a / (Jie/Jos) -(i)a	šeima(-os) gyvenimas(-ai)
	pašaukti		bažnyčia kunigystė
Mormono Knyga	suteikti		pranašas(-ai) apaštalas(-ai)
		-ĖTI Verbs (present tense)	palaiminimas(-ai)
Evangelija	mylėti	(Aš) -iu / (Mes) -ime (Tu) -i / (Jūs) -ite (Jis/Ji) -i / (Jie/Jos) -i	kunigystė laimė
			mes šeima(-os)
Mes	turėti		Dievas pranašas(-ai) šeima(-os)

Ar Dievas laimina šeimas?
Does God bless families?
Taip, Dievas laimina šeimas.
Yes, God blesses families.

Ar Mormono Knyga suteikia laimę?
Does the Book of Mormon bestow happiness?
Taip, Mormono Knyga suteikia laimę.
Yes, the Book of Mormon bestows happiness.

Application Activity

Scenario

- Viktoras is a man who has met with the missionaries many times. He can't accept that the message of the Restoration is true. He has a difficult time with some of the principles taught in that lesson.

1. Practice: Teach the principles that are the most important for Viktoras to understand. Teach to his needs.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- Teach briefly, in a contact, the message of the Restoration.
- Your District Leader asks you to bear testimony of the message of the Restoration in District Meeting. Invite the Spirit with your testimony.

Dative Case

Misionieriai	**skelbia**	**evangeliją**	**Lietuviams.**
Missionaires	*preach*	*the gospel*	*to Lithuanians.*

Dative Personal Pronouns	
man	mums
tau	jums
jam/jai	jiems/joms

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

Noun	Verb	Accusative Case	Dative Case
Misionieriai- *missionaries*	**skelbti-** *to preach*	**evangeliją-** *gospel*	**Lietuviams-** *to Lithuanians*
			žmonėms- *to people*
Dievas- *God*			**pasauliui-** *world*
	suteikti- *to bestow*	**džiaugsmas-** *joy*	**man-** *to/for me*
Jėzus Kristus- *Jesus Christ*			**apaštalui(-ams)-** *to apostle(s)*
		įgaliojimą- *authority*	**pranašui(-ams)-** *to prophet(s)*
Evangelija- *gospel*	**apreikšti-** *to reveal*	**tiesą-** *truth*	**Džozefui Smitui-** *to Joseph Smith*
	paaiškinti- *to explain*	**evangeliją-** *gospel*	**mums-** *to/for us*
Mormono Knyga- *Book of Mormon*		**tiesą-** *truth*	**jiems-** *to/for them*
	turėti- *to have*	**planą-** *plan*	**mums-** *to/for us*

Singular Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Dative	-ui	-iui	-iui	-ui	-ai	-ei	-iai	-iui/iai	-enui	-eriai

Plural Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Dative	-ams	-iams	-iams	-ums	-oms	-ėms	-ioms	-ims	-enims	-erims

Function: Asking about and describing actions and events
Context: Service

Misionieriai	**skelbia**	**evangeliją**	**Lietuviams.**
Missionaires	*preach*	*the gospel*	*to Lithuanians.*

Misionieriai	skelbti	evangelija	Lietuviai.
Dievas			žmonės.
	suteikti		pasaulis.
Jėzus Kristus		džiaugsmas	aš.
			apaštalas(-ai).
Evangelija	apreikšti	įgaliojimas	pranašas(-ai).
	paaiškinti	tiesa	Džozefas Smitas.
Mormono Knyga		evangelija	mes.
	turėti	tiesa	jie.
		planas	mes.

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

Ar Mormono Knyga suteikia džiaugsmą jums?
Does the Book of Mormon bestow joy to you?
Taip, Mormono Knyga suteikia džiaugsmą man.
Yes, the Book of Mormon bestows joy to me.

Ar Dievas sako tiesą pranašams?
Does God tell truth to prophets?
Taip, Dievas sako tiesą pranašams.
Yes, God tells truth to prophets.

Scenario

- It is your first Sunday in a new area and the Branch President approaches you and asks you to give a talk in Sacrament meeting the following Sunday on the Book of Mormon and missionary work.

1. Practice: Prepare for the talk by writing a short talk introducing yourself and teaching about the Book of Mormon and missionary work.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- An elderly woman on the bus is very interested in your life back home. Introduce yourself briefly and explain why you are serving here. Direct the conversation quickly to the Restoration and its personal meaning for her.
- A new family you begin teaching has a teenage son who is not interested in listening to the lessons you have prepared. He asks one day why it's such a big deal to you to go out and give so much of your time. Explain and bear testimony to him about why you're here.

Past Tense Verb Conjugations

Kai man buvo 16 metų, **gavau** **atsakymą.**
When I was 16 years old, *I received* *an answer.*

Personal Pronoun	Verb	Cases
Aš- *I*	**gauti-** *to receive*	**liudijimą-** *testimony (acc.)*
		atsakymą(us)- *answer(s) (acc.)*
		Mormono Knygą- *Book of Mormon (acc.)*
Tu- *You*	**studijuoti-** *to study*	**raštus-** *scriptures (acc.)*
		Mormono Knygą- *Book of Mormon (acc.)*
		evangeliją- *gospel (acc.)*
Jis/Ji- *He/She*		**pranašo pamokymus-***teachings of the prophet (acc.)*
	susitikti- *to meet*	**su misionieriais-** *with missionaries (instr.)*
		su mumis- *with us (instr.)*
Mes- *We*	**norėti-** *to want*	**atsakymo(ų)-** *answer(s) (gen.)*
		liudijimo- *testimony (gen.)*
		paklusti- *to obey*
Jūs- *You*	**žinoti-** *to know*	**atsakymą(-us)-** *answer(s) (acc.)*
	mokyti- *to teach*	**evangelijos-** *gospel (gen.)*
	klausyti- *to listen*	**pranašo pamokymų-** *teachings of the prophet (gen.)*
Jie/Jos- *They*	**skaityti-** *to read*	**raštus-** *scriptures (acc.)*
		Mormono Knygą- *Book of Mormon (acc.)*
		Bibliją- *Bible (acc.)*

-TI Verbs
(past tense)

(Aš) -au	(Mes) -ome
(Tu) -ai	(Jūs) -ote
(Jis/Ji) -o	(Jie/Jos) -o

-ĖTI Verbs
(past tense)

(Aš) -au	(Mes) -ome
(Tu) -ai	(Jūs) -ote
(Jis/Ji) -o	(Jie/Jos) -o

-YTI Verbs
(past tense)

(Aš) -iau	(Mes) -ėme
(Tu) -ei	(Jūs) -ėte
(Jis/Ji) -ė	(Jie/Jos) -ė

Gauti- to receive
(past tense)

(Aš) gavau	(Mes) gavome
(Tu) gavai	(Jūs) gavote
(Jis/Ji) gavo	(Jie/Jos) gavo

Studijuoti- to study
(past tense)

(Aš) studijavau	(Mes) studijavome
(Tu) studijavai	(Jūs) studijavote
(Jis/Ji) studijavo	(Jie/Jos) studijavo

Norėti- to want
(past tense)

(Aš) norėjau	(Mes) norėjome
(Tu) norėjai	(Jūs) norėjote
(Jis/Ji) norėjo	(Jie/Jos) norėjo

Žinoti- to know
(past tense)

(Aš) žinojau	(Mes) žinojome
(Tu) žinojai	(Jūs) žinojote
(Jis/Ji) žinojo	(Jie/Jos) žinojo

Skaityti- to read
(past tense)

(Aš) skaičiau	(Mes) skaitėme
(Tu) skaitei	(Jūs) skaitėte
(Jis/Ji) skaitė	(Jie/Jos) skaitė

Function: Asking about and describing actions and events
Context: Sharing a personal experience

Kai man buvo 16 metų,	**gavau**	**atsakymą.**
When I was 16 years old,	*I received*	*an answer.*

Aš	gauti	**-TI Verbs** (past tense): (Aš) -au; (Mes) -ome; (Tu) -ai; (Jūs) -ote; (Jis/Ji) -o; (Jie/Jos) -o	liudijimas.
			atsakymas(-ai).
			Mormono Knyga.
Tu	studijuoti		raštai.
			Mormono Knyga.
			evangelija.
Jis/Ji		**-ĖTI Verbs** (past tense): (Aš) -au; (Mes) -ome; (Tu) -ai; (Jūs) -ote; (Jis/Ji) -o; (Jie/Jos) -o	pranašo pamokymai.
	susitikti		su misionieriais *(instr.)*
			su mumis. *(instr.)*
Mes	norėti		atsakymo(-ų) *(gen.)*
			liudijimo *(gen.)*
			paklusti.
Jūs	žinoti	**-YTI Verbs** (past tense): (Aš) -iau; (Mes) -ėme; (Tu) -ei; (Jūs) -ėte; (Jis/Ji) -ė; (Jie/Jos) -ė	atsakymas(-ai).
	mokyti		evangelijos *(gen.)*
	klausyti		pranašo pamokymų *(gen.)*
Jie/Jos	skaityti		raštai.
			Mormono Knyga.
			Biblija.

Ar jūs gavote atsakymą?
Did you receive an answer?
Taip, aš studijavau Mormono Knygą ir gavau atsakymą.
Yes, I read the Book of Mormon, and received an answer.
Ne, aš negavau atsakymo.
No, I did not receive an answer.

Ar tu klausei pranašo pamokymo?
Did you listen to the prophet's guidance?
Taip, aš klausiau pranašo pamokymo.
Yes, I listened to the prophet's guidance?
Ne, aš neklausiau pranašo pamokymo.
No, I did not listen to the prophet's guidance.

Application Activity

Scenario

- You are teaching Jurgis and Kristina for the first time. You feel prompted to teach about the Restoration.

1. Practice: Share with them the events of Joseph Smith's first vision of the Father and the Son, and discuss any questions they have. Share your experience finding out that Joseph Smith really did see God and Jesus Christ.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You are meeting with a less-active member named Gintaras. He is struggling with his testimony of the Book of Mormon. Testify of your experience finding out the Book of Mormon is true. Ask about when he found out the Book of Mormon is true and why he decided to be baptized.
- Share with your companion a time when you received an answer from God to a question that you had.

Future Tense Verb Conjugations

Dievas	**teis**	**mus.**
God	*will judge*	*us.*

Future Tense	
(Aš) -siu	(Mes) -sime
(Tu) -si	(Jūs) -site
(Jis/Ji) -s	(Jie/Jos) -s

Noun	Verb	Cases
Dangiškasis Tėvas- *Heavenly Father*	**teisti-** *to judge*	**mus-** *us (acc.)*
Dievas- *God*	**gauti-** *to get/receive*	**atleidimą-** *forgiveness (acc.)*
Žmonės- *people*		**amžinąjį gyvenimą-** *eternal life (acc.)*
Aš- *I*	**gyventi-** *to live*	**su Dievu-** *with God (instr.)*
Tu- *you*		**su šeimomis-** *with families (instr.)*
Jis/Ji- *He/She*		**Dievo karalystėje-** *in God's kingdom (loc.)*
Mes- *We*		**po mirties-** *after death (gen.)*
Jūs- *You*		**amžinai-** *eternally*
Jie/Jos- *They*	**atsakyti**- *to answer*	**į mūsų maldas-** *to our prayers (acc.)*
Visi- *Everyone*	**stovėti-** *to stand*	**priešais Dievą-** *before God (acc.)*

Function: Asking about and describing actions and events
Context: Teaching about death and post-earth life

Dievas	**teis**	**mus.**
God	*will judge*	*us.*

Dangiškasis Tėvas	teisti	-siu / -sime	mes.
Dievas	gauti		atleidimas.
Žmonės			amžinasis gyvenimas.
Aš	gyventi	-si / -site	su Dievu *(instr.)*
Tu			su šeima (-omis) *(instr.)*
Jis/Ji			Dievo karalystėje *(loc.)*
Mes		-s / -s	po mirties *(gen.)*
Jūs			amžinai.
Jie/Jos	atsakyti		į mūsų maldas.
Visi	stovėti		priešais Dievą.

Ar mes stovėsime priešais Dievą?
Will we stand before God?
Taip, mes stovėsime priešais Dievą.
Yes, we will stand before God.

Ar jūs gyvensite po mirties?
Will you live after death?
Taip, mes gyvensime po mirties.
Yes, we will live after death.

Application Activity

Scenario

- You are meeting with Daiva to finish teaching her the Plan of Salvation.

1. Practice: Teach Daiva about what happens after death. Make sure to check for understanding and her belief about what is being taught.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- Today you are on a missionary exchange. You have a lesson with an investigator named Mindaugas. He wants to understand more about the Plan of Salvation, especially what happens after we die.
- You meet a family who recently had a child pass away. Comfort them by testifying of the Plan of Salvation.

Conceptual Practice: Nominative, Accusative, Dative and Genitive Cases

INSTRUCTIONS:
The Nominative case is the subject of the sentence, the one doing the action.
The Accusative case is the object of the sentence, the one receiving the action.
The Dative case is the indirect object of the sentence.
The Genitive case shows ownership and is usually identified by the English word “of.”
Identify the cases in each sentence. Mark each case with the first letter of the case’s name. (N=Nominative, etc.) Translate the sentence.

Example: N G N Translate the sentences to Lithuanian.
We are God’s children.

1. God loves us.
2. God calls prophets.
3. The prophets teach the gospel of Jesus Christ.
4. The people rejected the teachings of the prophets.
5. The people killed the prophets of God.
6. God called new prophets.
7. God gave the priesthood to them.
8. The priesthood is the power of God.
9. Apostasy is when the people reject the prophets.
10. Christ is the Son of God.
11. While living, the apostles foretold the Great Apostasy.
12. People tried to re-establish the church.
13. Joseph prayed to God.
14. God and Jesus Christ appeared to Joseph Smith.
15. They called Joseph Smith.
16. God restored the fulness of the gospel for all mankind
17. Heavenly messengers restored the priesthood of God.
18. A living prophet tells us how to act.
19. God sent Christ to save us.
20. Christ restored and gave the gospel to men.
21. He performed many miracles for many people.
22. He called apostles and gave them authority.
23. They preached the gospel and baptized people.
24. Christ established his Church.
25. The people crucified Christ.
26. The people killed the apostles.
27. Wicked people changed the doctrine of the church
28. Joseph Smith translated the Book of Mormon.
29. The Book of Mormon proves that God inspires prophets.
30. The Book of Mormon contains the fullness of the gospel of Jesus Christ.
31. You can pray to God.
32. You can ask him if the book is true.
33. He will give you an answer.
34. He will send you the Holy Ghost.
35. The Holy Ghost will testify to you that the book is true.

Genitive Case

Mes	**esame**	**Dievo**	**vaikai.**
We	*are*	*God's*	*children.*

Genitive Personal Pronouns	
mano	mūsų
tavo	jūsų
jo/jos	jų/jų

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-YTI Verbs
(present tense)

(Aš) -au	(Mes) -ome
(Tu) -ai	(Jūs) -ote
(Jis/Ji) -o	(Jie/Jos) -o

*__-OTI__ verbs follow this pattern.

Noun	Verb	Genitive Case	Cases
Aš- *I*	**būti-** *to be*	**Dievo-** *God's/ of God*	**vaikas(-ai)-** *child/children*
		pasaulio- *world's/ of the world*	**gelbėtojas-** *savior*
Mes- *We*		**mūsų-** *our*	**brolis-** *brother*
		mūsų- *our*	**Išpirkėjas-** *redeemer*
		tiesos- *truth's/ of truth*	**šaltinis-** *source*
		mūsų- *our*	**tėvas-** *father*
Dangiškasis Tėvas- *Heavenly Father*	**sukurti-** *to create*	**mūsų-** *our*	**kuną(-us)-** *body(ies) (acc.)*
		išgelbėjimo- *salvation's/ of salvation*	**planą-** *plan (acc.)*
		laimės- *happiness's/ of happiness*	
Jėzus Kristus- *Jesus Christ*		**mūsų-** *our*	**dvasią(-as)-** *spirit(s) (acc.)*
	pasirinkti- *to choose*	**Jėzaus Kristaus-** *Jesus Christ's/ of Jesus Christ*	**planą-** *plan (acc.)*
	žinoti- *to know*	**Dievo-** *God's/ of God*	**planą-** *plan (acc.)*

Singular Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Genitive	-o	-io	-io	-aus	-os	-ės	-ios	-ies	-ens	-ers

Plural Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Genitive	-ų	-ių	-ių	-ų	-ų	-ių	-ių	-ies	-enų	-erų

Function: Asking about and expressing possession and ownership
Context: Pre-earth life

Mes	**esame**	**Dievo**	**vaikai.**
We	*are*	*God's*	*children.*

Aš	būti	Dievas	vaikas(-ai).
		pasaulis	gelbėtojas.
		mes	brolis.
Mes		mes	Išpirkėjas.
		tiesa	šaltinis.
		mes	tėvas.
Dangiškasis Tėvas	sukurti	mes	kunas(-ai).
		išgelbėjimas	planas.
		laimė	
Jėzus Kristus		mes	dvasia(-os).
	pasirinkti	Jėzus Kristus	planas.
	žinoti	Dievas	planas.

Ar Dievas yra mūsų tėvas?
Is God our Father?
Taip, Dievas yra mūsų tėvas.
Yes, God is our Father.

Ar Jėzus Kristus yra pasaulio gelbėtojas?
Is Jesus Christ the Savior of the world?
Taip, Jėzus Kristus yra pasaulio gelbėtojas.
Yes, Jesus Christ is the Savior of the world.

Scenario

- You and your companion are heading home for the night. On your way you notice a woman with her young child sitting on a bench up ahead. You contact her, and as you begin talking, she asks about the life before this one.

1. Practice: Teach Daiva about what happens after death. Make sure to check for understanding and her belief about what is being taught.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- The woman asks to learn more about Christ's purpose in God's plan. Teach her about who He is and His role in our lives.
- On your way home your companion asks you about your family. Tell him or her about your parents and siblings.

Conceptual Practice: Adjectives and Adverbs

INSTRUCTIONS:
Adjectives are words that describe or modify nouns. For example: Jesus Christ is a **loving** Savior.
Adverbs are words that modify or qualify verbs. For example: I want to serve **diligently**.
Identify the adjectives and adverbs in the following sentences. Translate the sentences to Lithuanian.

1. I'm doing well.
2. Andrius said he got a firm answer about the Book of Mormon last night.
3. Our investigator sang beautifully at Sacrament meeting.
4. My companion is a diligent missionary.
5. The gospel of Jesus Christ helps imperfect people become better.
6. Giedrius read the Book of Mormon quickly.
7. Dear Heavenly Father...
8. Please bless us to teach effectively.
9. Baptism is a wonderful blessing.
10. The prophet is an excellent conduit of the Lord.
11. He clearly teaches us the doctrine of Christ.
12. Faith in Jesus Christ leads us to sincere repentance.
13. The Holy Ghost is a testifier of truth.
14. The missionaries boldly invited their investigator to be baptized.
15. If we pray sincerely, God will send His comforter to us.
16. We want to be mighty Baltic missionaries.
17. Teach your investigators to pray daily.
18. In the garden of Eden, Adam and Eve were innocent people.
19. Joseph was greatly blessed for his faith.
20. Repentance is a cleansing process.
21. The Brother of Jared had strong faith in the Lord.
22. Christ always keeps His promises.
23. Agnė humbly asked for a Book of Mormon.
24. Ask for permission from your investigator to make daily contact.
25. You can live with your family forever.
26. The world desperately needs Jesus Christ.
27. A modern prophet speaks to us twice a year.
28. Heavenly Father sent his Beloved Son.
29. The Book of Mormon, combined with the spirit, is your most powerful resource in conversion.
30. There is a remarkable promise in Moroni 10:3-5.
31. We must worthily partake of the sacrament.
32. Joseph prayed fervently to the Lord.
33. My companion speaks Lithuanian very well.
34. As you continually treasure up the good word, the Spirit will prompt you.
35. Our investigators will travel promptly to the holy temple.

Conceptual Practice: Matching Number, Case and Gender

INSTRUCTIONS:
Personal pronouns, nouns and adjectives that relate to each other in a sentence all need to match in **number**, **case** and **gender**. For example, the underlined words in the following sentence would match in number, case and gender: We are children of God.
Underline the words in the following sentences that would match each other in number, case and gender. Translate the sentences to Lithuanian.

1. He is kind and loving.
2. He is happy when we obey.
3. I am a missionary.
4. Our mission president is a righteous servant of God.
5. I am exhausted after today.
6. What day is today?
7. They are extremely happy at church.
8. My companion is a hard-working missionary
9. I am ready to start teaching in the field.
10. General Conference will be next month.
11. I am happy when I am working.
12. Joseph Smith was confused before he read James 1:5.
13. We are happy when we keep the commandments.
14. We must be faithful in all things.
15. Diligent missionaries always report their key indicators accurately.
16. The pillar of light was brighter than the sun at noonday.
17. Two beings, who were bright and glorious, spoke to Joseph.
18. The Church of Jesus Christ of Latter-Day Saints is the only true church on the earth.
19. The people of Lithuania are kind.
20. There are people who are prepared to hear the gospel in Lithuania.
21. How do you know that the Church is true?
22. Only through the cleansing power of the Atonement of Christ can we be saved.
23. There are more than one hundred and sixty temples in the world.
24. We believe in continuing revelation.
25. The temple is one of the most peaceful and beautiful places in the world.
26. Humble people will see the truth of the gospel.
27. We are full-time missionaries for a short time, but we should serve the Lord our entire lives.
28. Families are an integral part of God's plan.
29. We do not believe that the will of God is ineffable.
30. Will you come to church next week?
31. Families are forever.
32. Baptism is just the first step back to God.
33. Christ said that we should be perfect even as he is perfect.
34. Joseph attended many different churches.
35. The Book of Mormon is the most correct book.

Adjectives

Mes	**esame**	**laimingi**	**žmonės.**
We	*are*	*happy*	*people.*

Noun	Verb	Declined Adjective	Noun
Aš- *I*	**būti-** *to be*	**laimingi (m.)-** *happy*	**žmonės-** *people*
Jis/Ji- *He/She*		**tobulas(m.)-** *perfect*	**pavyzdys-** *example*
Mes- *We*		**tikra(f.)-** *true*	**knyga-** *book*
Mormono Knyga- *Book of Mormon*	**turėti-** *to have*	**tobulą (m.)-** *perfect (acc.)*	**kuną-** *body (acc.)*
Dievas- *God*		**tobulą (f.) -** *perfect (acc.)*	**meilę-** *love (acc.)*
Jėzus Kristus- *Jesus Christ*		**nuostabią(-ias) (f.)-** *wonderful (acc.)*	**šeimą(-as)-** *family(ies) (acc.)*
Nuodėmė(-ės)- *Sin(s)*		**gerą (m.)-** *good (acc.)*	**porininką-** *companion (m.) (acc.)*
Atgaila- *Repentance*	**atnešti-** *to bring*	**liūdnus-** *sad (acc.)*	**jausmus-** *feelings (acc.)*

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

Adjective Endings

Singular	**M.**	**F.**	**M.**	**F.**	**M.**	**F.**
Nom	as	a	us	i	is	ė
Gen	o	os	aus	ios	io	ės
Dat	am	ai	iam	iai	iam	ėi
Acc	ą	ą	ų	ią	į	ę
Instr	u	a	iu	ia	iu	e
Loc	ame	oje	iame	ioje	iame	ėje
Plural						
Nom	i	os	ūs	ios	iai	ės
Gen	ų	ų	ų	ių	ių	ių
Dat	iems	oms	iems	ioms	iams	ėms
Acc	us	as	ius	ias	ius	es
Instr	ais	omis	iais	iomis	iais	ėmis
Loc	uose	ose	iuose	iose	iuose	ėse

Function: Asking about and describing objects, people, and their characteristics
Context: Life on Earth

Mes	**esame**	**laimingi**	**žmonės.**
We	*are*	*happy*	*people.*

Aš	būti	**-TI Verbs** (present tense)	laiming(as)	žmonės.
Jis/Ji		(Aš) -u / (Mes) -ame	tobul(as)	pavyzdys.
Mes		(Tu) -i / (Jūs) -ate	tikr(as)	knyga.
Mormono Knyga	turėti	(Jis/Ji) -(i)a / (Jie/Jos) -(i)a	tobul(as)	kunas.
Dievas		**-ĖTI Verbs** (present tense)	tobul(as)	meilė.
Jėzus Kristus		(Aš) -iu / (Mes) -ime	nuostab(us)	šeima(-os).
Nuodėmė(s)		(Tu) -i / (Jūs) -ite	ger(as)	porninkas.
Atgaila	atnešti	(Jis/Ji) -i / (Jie/Jos) -i	liūdn(as)	jausmas(-ai).

Ar jūs esate laimingas?
Are you happy?
Taip, aš esu labai laimingas.
Yes, I am very happy.

Ar nuodemės atneša liudnus jausmus?
Do sins bring sad feelings?
Taip, nuodemės atneša liudnus jausmus.
Yes, sins bring sad feelings.

Scenario

- You and your companion have been teaching Lucija for a few weeks. She has been reading the Book of Mormon and praying to know that it is true. Lucija has often mentioned that she doesn't understand her purpose on earth.

1. Practice: Ask Lucija what she believes are some of the reasons she is here on earth, and then teach Lucija more about the purpose of life.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You begin talking to someone at a bus stop. He is upset with his living circumstances and does not think that God would put him in such a situation if he had any important purpose in life. Testify to him of his true purpose on earth.
- The Sunday School lesson is on earth life. You raise your hand and testify of the purpose of life and why we're here.

Adverbs

Mes	**drasiai**	**liudijame**
We	*bravely*	*testify.*

Noun	Adverb	Verb
Misionieriai- *Missionaries*	**stropiai-** *diligently*	**dirbti-** *to work*
	laimingai- *happily*	**skelbti-** *to preach*
Dvasia- *Spirit*	**gerai-** *well*	**studijuoti-** *to study*
	ilgai- *longly*	**mokyti-** *to teach*
Atsakymas(-ai)- *Answer(s)*	**ramiai-** *calmly*	**guosti-** *to comfort*
	švelniai- *softly*	**liudyti-** *to testify*
Aš- *I*	**aiskiai-** *clearly*	**mokyti-** *to teach*
	drasiai- *bravely*	**kalbėti**- *to speak*
Tu- *You*	**garsiai-** *loudly*	**liudyti-** *to testify*
	puikiai- *excellently*	**mokyti-** *to teach*
Mes- *We*	**gerai-** *well*	
	švelniai- *softly*	**ateiti-** *to come*

1st Declension Adjectives	Stem	Adverbs	2nd Declension Adjectives	Stem	Adverbs
Ger**as**	Ger	Ger**ai**	Puik**us**	Puik	Puik**iai**
Laiming**as**	Laiming	Laiming**ai**	Strop**us**	Strop	Strop**iai**
Maž**as**	Maž	Maž**ai**	Ram**us**	Ram	Ram**iai**
Aukšt**as**	Aukšt	Aukšt**ai**	Dras**us**	Dras	Dras**iai**
Išminting**as**	Išminting	Išminting**ai**	Gražus	Graž	Graž**iai**

Function: Asking about and describing actions and events
Context: Feelings of the Spirit

Mes	**drasiai**	**liudijame**
We	*bravely*	*testify.*

Misionieriai	stropus	dirbti.
	laimingas	skelbti.
Dvasia	geras	studijuoti.
	ilgas	mokyti.
Atsakymas(-ai)	ramus	guosti.
	švelnus	liudyti.
Aš	aiškus	mokyti.
	drasus	kalbėti.
Tu	garsus	liudyti.
	puikus	mokyti.
Mes	geras	
	švelnus	ateiti.

Ar Dvasia garsiai moko?
Does the Spirit teach loudly?
Taip, Dvasia garsiai moko.
Yes, the Spirit teaches loudly.
Ne, Dvasia negarsiai moko
No, the Spirit doesn't teach loudly

Kaip atsakymai ateina?
How do answers come?
Atsakymai ateina švelniai.
Answers come softly
Atsakymai ateina ramiai.
Answers come peacefully.

Application Activity

Scenario

- You are teaching Vytautas about the Holy Ghost. He needs clarification on how to recognize the Holy Ghost's promptings in his life.

1. Practice: Share with Vytautas how to recognize the Holy Ghost and how it communicates.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You have been assigned to teach the Gospel Principles class in your branch. The lesson is on repentance. Discuss the importance of repentance and focus on how we feel when we repent.
- You are sharing a spiritual thought after an English lesson. Explain simply and clearly how we receive answers through the Holy Ghost and how we can recognize the answers we're seeking.

Impersonal Constructions

Mums	**reikia**	**pasikrikštyti.**
To us,	*it is needed*	*to be baptized.*

Dative Case	Verb	Infinitive Verb
Man- *to/for me*	**reikia-** *need*	**tikėti-** *to believe*
		atgailauti- *to repent*
Tau- *to/for you*		**susitikti-** *to meet*
		pasikrikštyti- *to be baptized*
Jam/Jai- *to/for him/her*		**atleisti-** *to forgive*
		pabūti kartu- *to be together*
Mums- *to/for us*		**padėti-** *to help*
	patinka- *like(s)*	**susitikti-** *to meet*
Jums- *to/for you*		**pabūti kartu-** *to be together*
		padėti- *to help*
Jiems/Joms- *to/for them*	**būtina-** *necessary*	**tikėti-** *to believe*
		atgailauti- *to repent*
Dievui- *to/for God*		**pasikrikštyti-** *to be baptized*
		pabūti kartu- *to be together*
Jėzui Kristui- *to/for Jesus Christ*	**svarbu-** *important*	**tikėti-** *to believe*
		atgailauti- *to repent*
Misionieriui(-ams)- *to/for missionary(-ies)*		**pasikrikštyti-** *to be baptized*
		pabūti kartu- *to be together*
Šeimai(-oms)- *to/for family(-ies)*	**malonu-** *nice/kind*	**susitikti-** *to meet*
		pabūti kartu- *to be together*
Besidominčiajam(- tiesiems)- *to/ for investigator(s)*		**padėti-** *to help*
	įdomu- *interesting*	**susitikti-** *to meet*
Bažnyčios nariui(-iams)- *to/for church member(s)*	**smagu-** *fun*	**padėti-** *to help*
		pabūti kartu- *to be together*

Function: Asking about and expressing desire, need, preference, ability, intentions or purpose
Context: Baptism

Mums	**reikia**	**pasikrikštyti.**
To us,	*it is needed*	*to be baptized.*

Aš	reikia	tikėti.
		atgailauti.
Tu		susitikti.
		pasikrikštyti.
Jis/Ji		atleisti.
		pabūti kartu.
Mes		padėti.
	patinka	susitikti.
Jūs		pabūti kartu.
		padėti.
Jie/Jos	būtina	tikėti.
		atgailauti.
Dievas		pasikrikštyti.
		pabūti kartu.
Jėzus Kristus	svarbu	tikėti.
		atgailauti.
Misionierius(-iai)		pasikrikštyti.
		pabūti kartu.
Šeima(-os)	malonu	susitikti.
		pabūti kartu.
Besidomintysis(-ieji)		padėti.
	įdomu	susitikti.
Bažnyčios narius(-iai)	smagu	padėti.
		pabūti kartu.

Ar man reikia pasikrikštyti?
Do I need to be baptized?
Taip, tau reikia pasikrikštyti.
Yes, you need to be baptized.

Ar besidominčiajam svarbu atgailauti?
Is it important for an investigator to repent?
Taip, besidominčiajam svarbu atgailauti.
Yes, it is important for an investigator to repent.

Scenario

- Jonas and Rūta have just committed to be baptized but they feel like they might not be ready for baptism by their baptismal date.

1. Practice: Help Jonas and Rūta understand the process to baptism and assure them that you will help them be prepared.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You sit down next to a man on the bus. He is wearing a basketball jersey, has a bag with books sticking out, and is listening to music. You tap him on the shoulder and ask to talk. Find out if he likes basketball, what kind of music he likes, if he likes school, which subjects he enjoys, and whatever else you would like to know about him.
- Your investigator wants to repent. Help her understand what she needs to do.

Instrumental Case

Mes	**važiuojame**	**autobusu.**
We	*travel*	*by bus.*

Instrumental Personal Pronouns	
manimi	mumis
tavimi	jumis
juo/ja	jais/jomis

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

* **-UOTI** Verbs follow this pattern. Just add a "j" i.e. važiuoju, važiuoji, važiouja.

Noun	Verb	Instrumental Case
Aš- *I*	**tikėti-** *to believe*	**Dievu-** *in God*
Tu-*You*		**Jėzumi Kristumi-** *in Jesus Christ*
Jis/Ji- *He/She*	**kalbėti-** *to speak*	**su žmonėmis-** *with people*
Mes- *We*	**važiuoti-** *to go (by wheels)*	**autobusu-** *by bus*
Jūs- *You*		**mašina-** *by car*
Jie/Jos- *They*	**mokyti-** *to teach*	**dvasia-** *by the spirit*
Besidomintysis (m.) - *Investigator*		**su porininku/ porninke-** *with companion*

Singular Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Instrumental	-u	-iu	-iu	-umi	-a	-e	-ia	-imi	-eniu	-erimi

Plural Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Instrumental	-ais	-iais	-iais	-umis	-omis	-emis	-iomis	-imis	-enimis	-erimis

Function: Asking about and describing actions and events
Context: Teach when you find, find when you teach

Mes	**važiuojame**	**autobusu.**
We	*travel*	*by bus.*

Aš	tikėti	Dievas.
Tu		Jėzus Kristus.
Jis/Ji	kalbėti	su žmonės.
Mes	važiuoti	autobusas.
Jūs		mašina.
Jie/Jos	mokyti	dvasia.
Besidomintysis		su porininkas/porininkė.

Ar jūs važiuosite mašina į bažnyčią?
Will you travel by car to church?
Taip, mes važiuosime mašina į bažnyčią.
Yes, we will travel by car to church.
Ne, mes nevažiuosime mašina į bažnyčią.
No, we will not travel by car to church.

Ar jūs mokote su savo porininku?
Do you teach with your companion?
Taip, aš mokau su savo porininku.
Yes, I teach with my companion.
Ne, aš nemokau su savo porininku.
No, I don't teach with my companion.

Scenario

- You and your companion are waiting at a bus stop to travel to an investigator's home for a lesson. There are a few people at the bus stop with you.

1. Practice: Talk with the people around you about their beliefs. Refer to the gospel as you get to know them.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You and your companion are planning your activities for the next day. Discuss how you will get from appointment to appointment.
- You are concluding a lesson with Juratė and invite her to bring her family to church. Explain that you can accompany them.

Reflexive Verbs

Aš	**laikausi**	**įsakymų.**
I	*keep*	*the commandments.*

Noun	Reflexive Verb	Cases
Aš- *I*	**laikytis-** *to keep*	**įsakymo(-ų)-** *commandment(s)* *(gen.)*
Tu- *You*		**įsipareigojimo(-ų)-** *commitment(s)* *(gen.)*
Jis/Ji- *He/She*	**melstis-** *to pray*	**Dievui-** *God* *(dat.)*
Mes- *We*	**rinktis-** *to choose*	**atgailauti-** *to repent*
Jūs- *You*		**tiesą-** *truth* *(acc.)*
Jie/Jos- *They*	**džiaugtis-** *to rejoice*	**atleidimu-** *forgiveness* *(instr.)*
Misionierius(-iai)- *Missionary(-ies)*	**naudotis-** *to use*	**tikėjimu-** *faith* *(instr.)*
Besidiomintysis-(ieji)- *Investigator(s)*		**apmokėjimu-** *atonement* *(instr.)*

-osi	-ės
-esi	ės
-si	-si

- 1st and 2nd present tense conjugation verbs
- All Imperative Verbs
- All verbs in future tense.

-si	-ės
-si	ės
-si	-si

- 3rd present tense conjugation verbs
- All Subjunctive Verbs
- All Verbs in past tense.

Laikytis- to keep (present tense)

(Aš) laikausi	(Mes) laikomės
(Tu) laikaisi	(Jūs) laikotės
(Jis/Ji) laikosi	(Jie/Jos) laikosi

Rinktis- to change (present tense)

(Aš) renkuosi	(Mes) renkamės
(Tu) renkiesi	(Jūs) renkatės
(Jis/Ji) renkasi	(Jie/Jos) renkasi

Džiaugtis- to rejoice (present tense)

(Aš) džiaugiuosi	(Mes) džiaugiamės
(Tu) džiaugiesi	(Jūs) džiaugiatės
(Jis/Ji) džiaugiasi	(Jie/Jos) džiaugiasi

Melstis- to pray (present tense)

(Aš) meldžiuosi	(Mes) meldžiamės
(Tu) meldiesi	(Jūs) meldžiatės
(Jis/Ji) meldžiasi	(Jie/Jos) meldžiasi

Naudotis- to use (present tense)

(Aš) naudojuosi	(Mes) naudojamės
(Tu) naudojiesi	(Jūs) naudojatės
(Jis/Ji) naudojasi	(Jie/Jos) naudojasi

Function: Asking about and describing actions and events
Context: Blessings of the gospel

Aš	**laikausi**	**įsakymų.**
I	*keep*	*the commandments.*

Aš	laikytis	įsakymas(-ai).
Tu		įsipareigojimas(-ai).
Jis/Ji	melstis	Dievas.
Mes	rinktis	atgailauti.
Jūs		tiesa.
Jie/Jos	džiaugtis	atleidimas.
Misionierius(-iai)	naudotis	tikėjimas.
Besidiomintysis(-ieji)		apmokėjimas.

Ar jūs naudojatės Kristaus apmokėjimu?
Do you use the Atonmenet of Christ?
Taip, aš naudojusi Kristaus apmokėjimu.
Yes, I use the Atonement of Christ.
Ne, aš nesinaudoju Kristaus apmokėjimo.
No, I do not use the Atonement of Christ.

Ar jūs meldžiatės?
Do you pray?
Taip, aš dažnai meldžiuosi.
Yes, I pray often.
Ne, aš nesimeldžiu.
No, I do not pray.

Scenario

- The teacher who normally teaches the Gospel principles Sunday School class is sick. The Branch President calls you Saturday morning and asks you to teach about the Savior's atonement.

1. Practice: Give a brief overview of the first three principles in the Gospel of Jesus Christ lesson and then ask questions to check for understanding and apply the lesson to the class. After they have answered your questions and you have resolved any concerns, end by bearing your testimony of Christ.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You are preparing your investigator Rita for baptism by asking her the baptismal interview questions. She shares with you that she has participated in an abortion. Express your love and review the first principle of the Gospel of Jesus Christ: Through Christ We Can Be Cleansed from Sin. Explain that the Mission President will help her through the repentance process.
- Juozas, a less active member, is struggling to pay tithing. The home teachers have invited you to come with them to teach the Faith in Jesus Christ portion of the 3rd lesson.

Vocative Case and Imperative Tense

Jonai,	**prašau**	**skaitykite**	**šią eilutę.**
John,	*please*	*read*	*this verse.*

Vocative Case		Verb	Imperative Mood		Cases
Masculine		**ateiti-** *to come*	(Aš) -	(Mes) -kime	**į bažnyčią-** *to church (acc.)*
Jonai					**šį vakarą-** *this evening (acc.)*
Mantai					**su porininku-** *with companion (instr.)*
Virgi			(Tu) -k	(Jūs) -kite	**ketvirtą valandą-** *at four o'clock (acc.)*
Audriau		**mokyti-** *to teach*			**apie maldą-** *about prayer (acc.)*
Broli			(Jis/Ji) tegul- 3rd person present	(Jie/Jos) tegul- 3rd person present	**su porininku-** *with companion (instr.)*
Vyresnysis					**porininką (m.)-** *companion (acc.)*
		pasidalinti- *to share*			**šia eilute-** *this verse (instr.)*
Feminine	**prašau-** *please*				**patyrimu-** *experience (instr.)*
Egle			(Aš) -	(Mes) -kimės	**nuomone-** *opinion (instr.)*
Lina					**šį vakarą-** *this evening (acc.)*
Seserie		**skaityti-** *to read*	(Tu) -kis	(Jūs) -kitės	**šią eilutę-** *this verse (acc.)*
					apie maldą- *about prayer (acc.)*
			(Jis/Ji) tegul- 3rd person present	(Jie/Jos) tegul- 3rd person present	**apie bažnyčią-** *about prayer (acc.)*
		melstis- *to pray*			**apie bažnyčią-** *about church (acc.)*
					su porininku (m.)- *with companion (instr.)*
					šį vakarą- *this evening (acc.)*

Singular Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Vocative	-e	-i	-y	-au	-a	-e	-ia	-ie	-enie	-erie

*Masculine names that end in 'as' will change to 'ai' instead of 'e'.

Plural Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Vocative	-ai	-iai	-iais	-ūs	-os	-ės	-ios	-ys	-enys	-erys

Function: Asking about and describing actions and events
Context: Addressing people by name and directing them in a lesson

Jonai,	**prašau**	**skaitykite**	**šią eilutę.**
John,	*please*	*read*	*this verse.*

Masculine	prašau	ateiti	- / -kime	į bažnyčia.
Jonas				šis vakaras.
Mantas				su porininkas.
Virgis			-k / -kite	ketvirta valanda.
Audrius		mokyti		apie malda.
Brolis			tegul- 3rd per-son present / tegul- 3rd per-son present	su porininkas.
Vyresnysis				porininkas.
		pasidalinti		ši eilutė.
Feminine				patyrimas.
Eglė				nuomonė.
Lina		skaityti	- / -kimės	šis vakaras.
Sesuo				ši eilutė.
			-kis / -kitės	apie malda.
				apie bažnyčia.
		melstis	tegul- 3rd per-son present / tegul- 3rd per-son present	apie bažnyčia.
				su porininkas.
				šis vakaras.

Mantai, prašau ateik ketvirtą valandą į bažnyčią.
Mantas, please come at four o'clock to the church.

Virgi, prašau melskitės.
Virgis, please pray.

Egle ir Audriau, prašau mokykite mus apie maldą.
Egle and Audrius, please teach us about prayer.

Scenario

- You and your companion are teaching two brothers, Justinas and Darius. In this lesson, you have been prompted to teach about the Atonement.

1. Practice: Find a passage of scripture about the Atonement to share. Address them by name when asking them to read. Remember to introduce, read, and apply the scripture.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You call the Jonaitis family to make daily contact and see how they're progressing. The father, Donatas, answers and says they haven't been reading and they don't want to come to church with their small children. Reassure him and boldly invite the family to keep their commitments.
- Find a scripture passage about baptism. Teach the scripture and invite your investigator to be baptized.

Locative Case

Jūs	**galite**	**susitikti**	**su mumis**	**bažnyčioje.**
You	*can*	*meet*	*with us*	*at the church.*

Locative Personal Pronouns	
manyje	mumyse
tavyje	jumyse
jame/joje	juose/jose

-TI Verbs
(present tense)

(Aš) -u	(Mes) -ame
(Tu) -i	(Jūs) -ate
(Jis/Ji) -(i)a	(Jie/Jos) -(i)a

*vaikščioti and bendrauti follow -TI pattern. Just add a "j".

-ĖTI Verbs
(present tense)

(Aš) -iu	(Mes) -ime
(Tu) -i	(Jūs) -ite
(Jis/Ji) -i	(Jie/Jos) -i

Noun	Verb	Verb		Locative Case
Aš- *I*	**galėti-** *to be able to*	**susitikti-** *to meet*	**su mumis-** *with us*	**parke-** *in the park*
				miesto centre- *in the center of the city*
Jis/Ji- *He/She*		**kalbėti-** *to speak*		**lauke-** *outside/in a field*
				troleibuse- *in/on the trolley bus*
Mes- *We*		**šnekėti-** *to chat*		**bažnyčioje-** *in church*
			su jumis- *with you*	**Lankytojų patalpoje-** *in the Visitors' center*
Vyras- *Man*		**bendrauti-** *to converse*		**narių namuose-** *in a members' home*
				jūsų namuose- *in your home*
Moteris- *Woman*		**vaikščioti-** *to walk*		**gatvėje-** *in the street*
				parduotuvėje- *in the store*

Singular Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Locative	-e	-yje	-yje	-uje	-oje	-ėje	-ioje	-yje	-enyje	-eryje

Plural Noun Endings

	Masculine				Feminine			Masculine or Feminine		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Locative	-uose	-iuose	-iuose	-uose	-ose	-ėse	-iose	-yse	-enyse	-eryse

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Setting up a lesson

Jūs	**galite**	**susitikti**	**su mumis**	**bažnyčioje.**
You	*can*	*meet*	*with us*	*at the church.*

Aš	galėti	susitikti	su mumis	parkas.
				miesto centras.
Jis/Ji		kalbėti		laukas.
				troleibusas.
Mes		šnekėti		bažnyčia.
			su jumis	Lankytojų patalpa.
Vyras		bendrauti		narių namai.
				jūsų namai.
Moteris		vaikščioti		gatvė.
				parduotuvė.

Ar jūs galite susitikti su mumis bažnyčioje?
Can you meet with us at the church?
Taip, aš galiu susitikti su jumis bažnyčioje.
Yes, I can meet with you at the church.
Ne, aš negaliu susitikti su jumis bažnyčioje.
No, I can't meet with you at the church.

Ar mes galime vaikščioti ir kalbėti su jumis parke?
Can we walk and talk with you in the park?
Taip, jūs galite vaikščioti ir kalbėti su manimi parke.
Yes, you can walk and talk with me in the park.
Ne, jūs negalite vaikščioti ir kalbėti su manimi parke.
No, you can't walk and talk with me in the park.

Scenario

- You call your investigator Giedrus to set up a lesson. He says that he doesn't like to meet at his house.

1. Practice: Explain that you could meet in a member's home, the church, or in the teaching center.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You are in your weekly planning session with your companion. You are discussing your plans for the week. Discuss with your companion in which areas you will knock doors and where you will go contacting.

  Possible contacting areas:
  -Šilainai
  -Trakų gatvė
  -Miesto šiaurė/ miesto pietūs
  -Gatvė
- You return from exchanges and need to inform your companion about where you went and with whom you spoke.

Subjunctive + Kad

Kristus	**nori,**	**kad**	**besidomintieji**	**turėtų**	**amžinąjį gyvenimą.**
Christ	*wants*	*that*	*investigators*	*would have*	*eternal life.*

Noun	Verb		Nominative Case	Verb- Subjunctive	Cases
Dievas- *God*	**norėti-** *to want*	**kad-** *that, so that*	**besidomintysis(-ieji)-** *investigator(s)*	**laikytis-** *to keep*	**įsakymo(-ų)-** *commandment(s) (gen.)*
Kristus- *Christ*					**įsipareigojimo(-ų)-** *commitment(s) (gen.)*
Aš-*I*	**dirbti-** *to work*		**misionierius(-iai)-** *missionary(-ies)*	**turėti-** *to have*	**amžinąjį gyvenimą-** *eternal life (acc.)*
Tu- *You*				**galėti-** *to be able to*	**atgailauti-** *to repent*
Jis/Ji- *He/She*	**atgailauti-** *to repent*		**žmonės-** *people*		**gyventi su Dievu-** *to live with God (instr.)*
Mes- *We*				**gyventi-** *to live*	**pas Dievą-** *with God (acc.)*
Jūs- *You*	**tarnauti-** *to serve*		**personal pronoun-** *aš, tu, jis/ji...*	**pasiekti-** *to attain*	**tikslą(us)-** *goal(s) (acc.)*
Jie/Jos- *They*				**ištverti-** *to endure*	**iki galo-** *to the end (gen.)*

Subjunctive	
(Aš) -čiau	(Mes) -tume
(Tu) -tum	(Jūs) -tumėte
(Jis/Ji) -tų	(Jie/Jos) -tų

Laikytis- to keep (subjunctive/reflexive)

(Aš) laikyčiausi	(Mes) laikytumesi
(Tu) laikytumeisi	(Jūs) laikytumėtesi
(Jis/Ji) laikytųsi	(Jie/Jos) laikytųsi

Turėti- to have (subjunctive)

(Aš) turėčiau	(Mes) turėtume
(Tu) turėtum	(Jūs) turėtumėte
(Jis/Ji) turėtų	(Jie/Jos) turėtų

Galėti- to be able to (subjunctive)

(Aš) galėčiau	(Mes) galėtume
(Tu) galėtum	(Jūs) galėtumėte
(Jis/Ji) galėtų	(Jie/Jos) galėtų

Ištverti- to endure (subjunctive)

(Aš) ištverčiau	(Mes) ištvertume
(Tu) ištvertum	(Jūs) ištvertumėte
(Jis/Ji) ištvertų	(Jie/Jos) ištvertų

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Endure to the End

Kristus	**nori,**	**kad**	**besidomintieji**	**turėtų**	**amžinąjį gyvenimą.**
Christ	*wants*	*that*	*investigators*	*would have*	*eternal life.*

Dievas	norėti	kad	besidomintysis(-ieji)	laikytis	įsakymas(-ai).
Kristus					įsipareigojimas(-ai).
Aš	dirbti		misionierius(-iai)	turėti	amžinasis gyvenimas.
Tu				galėti	atgailauti.
Jis/Ji	atgailauti		žmonės		gyventi su Dievas.
Mes				gyventi	pas Dievas.
Jūs	tarnauti		aš, tu, jis, ji, mes, jūs, jie, jos	pasiekti	tikslas(-ai).
Jie/Jos				ištverti	iki galas.

Ar jūs tarnaujate, kad jie turėtų amžinąjį gyvenimą?
Do you serve so that they would have eternal life?
Taip, mes tarnaujame, kad jie turėtų amžinąjį gyvenimą?
Yes, we serve so that they would have eternal life.

Ar Kristus nori, kad turėtum laimę?
Does Christ want you to have happiness?
Taip, Kristus nori, kad turėčiau laimę.
Yes, Christ wants me to have happiness.

Application Activity

Scenario

- You have now had two visits with Algimantas and he wants to learn more about how he can endure to the end well.

1. Practice: Teach Algimantas about enduring to the end.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- A less active member, Birutė, struggles coming to church. Help her understand the need for partaking of the sacrament weekly.
- Your investigator Adomas is being baptized next week. Review the principle of enduring to the end with him to strengthen his testimony before baptism.

Conceptual Practice: Kad vs. Kuris

INSTRUCTIONS:
"Kad" is used to express the meaning of the English word **that** or the phrase **so that**. For example: I know **that** Joseph Smith was a prophet, or, We pray **so that** God will bless us.
"Kuris" is used to express the English word **which**, which may also be used as the word **that** or the word **who** in English sentences. For example: Pray with the people **that** (**which**) you are teaching. Identify where to use "kad" and where to use "kuris". Translate the sentences to Lithuanian.

1. I know <u>that</u> Joseph Smith was a prophet.
2. We pray <u>so that</u> God will bless us.
3. She understands <u>that</u> she needs to be baptized.
4. I read the book <u>that</u> (which) they gave me.
5. I read the scriptures <u>so that</u> I can teach.
6. I want to read this verse, <u>which</u> has helped me.
7. Jesus Christ lived <u>so that</u> we could be saved.
8. Jesus Christ called twelve apostles <u>to whom</u> he gave the priesthood.
9. We know <u>that</u> God lives.
10. Joseph Smith wanted to know <u>which</u> church was true.
11. We believe that we should repent daily.
12. Joseph Smith read this verse, which helped him learn about prayer.
13. The Holy Ghost is a member of the Godhead that testifies of truth.
14. Prophets are people who teach truth.
15. Prayer is the means by which we communicate with God.
16. I'm so happy that you prayed to know that God loves you.
17. He believes that we can be saved just through grace.
18. People need a sense of belonging that comes from the knowledge that they are children of God.
19. Investigators need to pray so that they will receive revelation.
20. Pray with the people that you are teaching.
21. Baptism is the gate that leads to heaven.
22. Jesus Christ is the one that atoned for our sins.
23. God will help those who are obedient.
24. We know that paying tithing blesses our families.
25. God wants you to be baptized.
26. We want you to read this chapter.
27. God will help you so that you can keep the word of wisdom.
28. The Book of Mormon testifies that Christ lives.
29. This is the bus that will take us to the church.
30. She prayed to know that The Book of Mormon is true.
31. The only question that an investigator needs to answer is whether or not the Book of Mormon is true.
32. You are the missionaries that God has called to Lithuania.
33. We understand that repentance brings forgiveness.
34. The world in which we live is full of temptations.
35. Study the doctrine that will help you teach your investigators.
36. We want you to pray tonight.
37. Lithuania is a country that needs the gospel.
38. The Book of Mormon is a book that contains the fullness of the gospel.
39. I know that if we pray we will feel closer to Heavenly Father.
40. A covenant is a promise that helps us follow Christ.

Frequentative Past Tense

Dievas	**pašaukdavo**	**pranašus.**
God	*called*	*prophets.*

Noun	Verb			Cases
Dievas- *God*	**liudyti-** *to testify*			**apie Jėzų Kristų-** *about Jesus Christ (acc.)*
				apie tiesą- *about truth (acc.)*
	mokyti- *to teach*	(Aš) -davau	(Mes) -davome	**atgailos-** *repentance (gen.)*
Pranašai- *Prophets*				**įsakymų-** *commandments (gen.)*
				evangelijos- *gospel (gen.)*
	pašaukti- *to call*	(Tu) -davai	(Jūs) -davote	**pranašus-** *prophets (acc.)*
				įsakymams- *commandments (dat.)*
Žmonės- *People*	**paklusti-** *to obey*	(Jis/Ji) -davo	(Jie/Jos) -davo	**pranašams-** *prophets (dat.)*
				Jėzui Kristui- *Jesus Christ (dat.)*
				pranašus- *prophets (acc.)*
Šventieji raštai- *The scriptures*	**atmesti-** *to reject*			**Jėzų Kristų-** *Jesus Christ (acc.)*
				tiesą- *truth (acc.)*

Function: Asking about and describing actions and events
Context: Pattern of Apostasy

Dievas	**pašaukdavo**	**pranašus.**
God	*called*	*prophets.*

Dievas	liudyti	-davau / -davome -davai / -davote -davo / -davo	apie Jėzus Kristus.
			apie tiesa.
Pranašai	mokyti		atgaila.
			įsakymai.
			evangelija.
	pašaukti		pranašai.
Žmonės	paklusti		įsakymai.
			pranašai.
			Jėzus Kristus.
Šventieji raštai	atmesti		pranašai.
			Jėzus Kristus.
			tiesa.

Ar žmonės paklusdavo pranašams?
Did people obey prophets?
Taip, žmonės paklusdavo pranašams.
Yes, people obeyed the prophets.
Ne, žmonės nepaklusdavo pranašams.
No, people did not obey the prophets.

Ar šventieji raštai liudydavo apie tiesą?
Did the scriptures testify of truth?
Taip, šventieji raštai liudydavo apie tiesą.
Yes, the scriptures testified of truth.
Ne, šventieji raštai neliudydavo apie tiesą.
No, the scriptures did not testify of truths.

Scenario

- You are knocking on doors when you meet Darius. He is interested in what you have to say and lets you in. He says that he believes all religions are true. You decide to teach the message of the Restoration, emphasizing the apostasy.

1. Practice: Teach the portion of the first lesson about the Great Apostasy.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You meet an older lady named Vilija who says she is devoutly Catholic but would still like to hear your message and what you have to say. Testify to her of the validity of your message and teach her about the Restoration.
- You are riding on a bus when you meet a man named Jonas. Jonas says he has never believed in religion because it is corrupt. Ask him about his past experiences with religion and why he believes that way.

Negation Rule

Aš	**neskaičiau**	**Mormono knygos.**
I	*did not read*	*The Book of Mormon.*

Noun	Negated Verb	Genitive Case
Aš- *I*	**neturėti-** *to not have*	**Mormono Knygos-** *Book of Mormon*
		biblijos- *bible*
Tu- *You*		**laiko-** *time*
		pinigų- *money*
Jis/Ji- *He/She*		**liudijimo-** *testimony*
	neskaityti- *to not read*	**Mormono Knygos-** *Book of Mormon*
Mes- *We*		**biblijos-** *bible*
	nepriimti- *to not accept*	**krikšto-** *baptism*
Jūs- *You*		**evangelijos-** *gospel (gen.)*
	nemokėti- *to not pay*	**dešimtinės-** *tithing*
Jie/Jos- *They*		**pinigų-** *money*
	nelaikyti- *to not keep*	**įsakymo(-ų)-** *commandment(s)*
Besidomintysis/Besidomintieji- *Investigator(s)*		**sandoros(-ų)-** *covenant(s)*
		įsipareigojimo(-ų)- *commitment(s)*

Singular Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Genitive	-o	-io	-io	-aus	-os	-ės	-ios	-ies	-ens	-ers

Plural Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Genitive	-ų	-ių	-ių	-ų	-ų	-ių	-ių	-ies	-enų	-erų

Function: Asking about and describing actions and events
Context: Understanding concerns

Aš	**neskaičiau**	**Mormono knygos.**
I	*did not read*	*The Book of Mormon.*

Aš	neturėti	Mormono Knyga.
		biblija.
Tu		laikas.
		pinigai.
Jis/Ji		liudijimas.
	neskaityti	Mormono Knyga.
Mes		biblija.
	nepriimti	krikštas.
Jūs		evangelija.
	nemokėti	dešimtinė.
Jie/Jos		pinigai.
	nelaikyti	įsakymas(-ai)
Besidomintysis/Besidomintieji		sandora(-os)
		įsipareigojimas(-ai)

Ar Dievas nemyli manęs?
Does God not love me?
Ne, Dievas myli tave.
No, God loves you.

Ar neturi Mormono knygos?
Do you not have The Book of Mormon?
Taip, aš neturiu Mormono knygos.
Right, I don't have The Book of Mormon.

Scenario

- You've been meeting with Evelina for four weeks but she will not commit to be baptized.

1. Practice: Ask a few questions in order to understand Evelina's concern. If time permits, teach using a scripture to resolve her concern.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You're preparing Robertas for baptism but his wife doesn't agree with many of the commandments. As you teach one of the commandments, Robertas appears uncomfortable. Seek to understand why he feels the way he does and teach according to his needs.
- Danielius struggles to pay tithing. Help him understand the importance of this commandment and invite him to live accordingly.

Partitive

Mes	**jaučiamė**	**džiaugsmo.**
We	*feel*	*joy*

Noun	Verb	Genitive Case
Paklusnumas- *Obedience*	**atnešti-** *to bring*	**džiaugsmo-** *joy*
		laimės- *happiness*
Misionieriai- *Missionaries*		**ramybės-** *peace*
		nuodemių atleidimo- *remission of sins*
Atgaila- *Repentance*	**suteikti-** *to bestow*	**palaiminimų-** *blessings*
		laimės- *happiness*
Dievas- *God*		**ramybės-** *peace*
		atgaivos- *relief*
Įsakymo laikymasis- *Keeping of commandments*	**jausti-** *to feel*	**džiaugsmo-** *joy*
		laimės- *happiness*
Tikroji meilė- *Charity*		**ramybės-** *peace*
	norėti- *to want*	**džiaugsmo-** *joy*
Tarnystė- *Service*		**nuodemių atleidimo-** *remission of sins*
		palaiminimų- *blessings*
Kristaus pasekėjai- *Christ's followers*		**laimės-** *happiness*
		ramybės- *peace*

Singular Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-as	-is	-ys	-us	-a	-ė	-i	-is	-uo (m.)	-uo (f.)
Genitive	-o	-io	-io	-aus	-os	-ės	-ios	-ies	-ens	-ers

Plural Noun Endings

	Masculine				**Feminine**			**Masculine or Feminine**		
Nominative	-ai	-iai	-iai	-ūs	-os	-ės	-ios	-ys	-enys (m.)	-erys (f.)
Genitive	-ų	-ių	-ių	-ų	-ų	-ių	-ių	-ies	-enų	-erų

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Blessings

Mes	**jaučiamė**	**džiaugsmo.**
We	*feel*	*joy*

Paklusnumas	atnešti	džiaugsmas.
		laimė.
Misionieriai		ramybė.
		nuodemių atleidimas.
Atgaila	suteikti	palaiminimai.
		laimė.
Dievas		ramybė.
		atgaiva.
Įsakymo laikymasis	jausti	džiaugsmas.
		laimė.
Tikroji meilė		ramybė.
	norėti	džiaugsmas.
Tarnystė		nuodemių atleidimas.
		palaiminimai.
Kristaus pasekėjai		laimė.
		ramybė.

Ar misionieriai nori palaiminimų?
Do missionaries want blessings?
Taip, misionieriai nori palaiminimų.
Yes, missionaries want blessings.
Ne, misionieriai nenori palaiminimų.
No, missionaries don't want blessings.

Ar tarnystė atneša ramybės?
Does service bring peace?
Taip, tarnystė atneša ramybės.
Yes, service brings peace.
Ne, tarnystė neatneša ramybės.
No, service does not bring peace.

Scenario

- You are in the Jonaitis home at the request of the bishop. The Jonaitis family has been members of the Church for about two years. Brother Jonaitis is an Elder and he and his wife have callings. The bishop has asked you to visit them, become acquainted, and encourage them to become more involved in missionary work. He also asks you to see if they are interested in going to the temple. You are in the Jonaitis home at the request of the bishop. The Jonaitis family has been members of the Church for about two years. Brother Jonaitis is an Elder and he and his wife have callings. The bishop has asked you to visit them, become acquainted, and encourage them to become more involved in missionary work. He also asks you to see if they are interested in going to the temple.

1. Practice: Fulfill the Bishop's request.

2. Evaluate: With your companion, review these three things:

1. What went well?
2. What didn't go well?
3. What can be improved for next time?

Don't forget to focus on the investigator and how he/she felt during the role play. Discuss one or two specific things that can be improved to help the investigator next time.

3. Re-practice: Switch roles and practice again.

Additional Scenarios

- You and your companion are participating in a member-present lesson with the Jonaitis couple. You invite them to share their feelings about their conversion and baptism.
- You and your companion are on the way to church and begin a conversation with an elderly woman. She asks why you are here and about your feelings towards Lithuania.

Conceptual Practice: Ar vs. Jeigu

INSTRUCTIONS:
"Ar" is used when you want to ask a question or if you're expressing the equivalent of the English word **whether**. For example: Will you pray to know **if** (**whether**) Joseph Smith was a prophet? Or, I don't know **if** we should go home quite yet. "Jeigu" is used when replacing the English word **if** in conditional sentences (if-then statements). For example: We will commit them to baptism **if** the Spirit prompts us to. Identify whether the following sentences would use "ar" or "jeigu". Then translate the sentences to Lithuanian.

1. Will you pray to know that Joseph Smith was a prophet?
2. We will commit them to baptism if the Spirit prompts us to.
3. We would like to come back tomorrow if you are free.
4. Will you show your faith in Christ and be baptized?
5. I know that if we pray, we will be blessed.
6. A prophet teaches truth if he is called of God.
7. Joseph Smith is a prophet if The Book of Mormon is true.
8. If you read this book you will come to know that Joseph Smith was a prophet.
9. We don't know if we will be able to meet at 2.
10. Joseph Smith didn't know if the churches were true.
11. You still don't know if The Book of Mormon is true so keep reading and praying.
12. What we do next depends on if he comes to the lesson.
13. He will go to church if we pick him up.
14. We wanted to confirm if we are still meeting today.
15. Do you believe in God?
16. If God asked you to, would you quit smoking?
17. Will you be baptized if you receive an answer from God?
18. If we repent we will live with God.
19. Would your family like to hear this message?
20. We believe that if you pray you will feel God's love.
21. Would your neighbor want to come to church?
22. Do you believe that Christ is the Son of God?
23. If we plan the lesson, it will be better.
24. Will you go with us to church this Sunday?
25. If you come to church, you will meet more Lithuanian church members.
26. May we set up a time to meet again?
27. Will you follow the example of Jesus Christ and be baptized?
28. If we keep the commandments of God, we will not fear.
29. We will stop by Jonas's house if our lesson falls through.
30. Will you repent of your sins?
31. If we plan, we will use our time more wisely.
32. The Spirit will testify to you if you ask sincerely.
33. We need to decide if we should go contacting or harvesting.
34. Do you want to be with your family forever?
35. Do you believe your sins can be forgiven?
36. May we come to your home and teach your family?
37. If we exercise in the morning we will have more energy.
38. Is it fine if we come by at 6?
39. If you read the chapter, you will find an answer to your question.
40. We went to the church to find out if the branch president needed help.

Conceptual Practice: Passive vs. Active Voice

INSTRUCTIONS:
The passive voice refers to the subject as the receiver of the main verb. For example: He **was raised** of goodly parents.
The active voice refers to the subject being the doer of the main verb. For example: Joseph **lived** in the United States.
Identify which sentences use the passive voice or the active voice. Translate the sentences to Lithuanian.

1. Joseph lived in the United States.
2. He was raised of goodly parents.
3. They constantly sought for the truth.
4. Many ministers claimed to have the true gospel.
5. Joseph desired to know which of all the sects was right.
6. Joseph turned to the Bible for guidance.
7. Joseph was greatly blessed for his faith.
8. Joseph attended different churches.
9. One day he read James 1:5.
10. He was informed to ask God his question.
11. Joseph decided to pray.
12. He went to a nearby grove.
13. He knelt down.
14. He saw a pillar of light.
15. One of the personages spoke to Joseph.
16. Heavenly Father called Joseph by name.
17. God told him not to join any of the denominations.
18. He knew he had the vision and he didn't deny it.
19. Joseph was called to be a prophet.
20. He was persecuted for his faith.
21. An angel named Moroni came to him.
22. Joseph was given the golden plates.
23. Joseph received the priesthood from angelic messengers.
24. He was blessed with many revelations.
25. He received the Book of Mormon.
26. The book was translated by the power of God.
27. When Joseph taught, he taught with power and authority.
28. The Kirtland and Nauvoo temples were built by the saints.
29. Joseph was eventually imprisoned.
30. Joseph and his brother, Hyrum, were shot.
31. Joseph the prophet sealed his testimony with his life.
32. In Utah, the saints built another temple.
33. The Book of Mormon helps people to know that Joseph was a prophet.
34. The Book of Mormon is translated into hundreds of languages.
35. We are given the wonderful opportunity to preach the Gospel in Lithuania.

Conceptual Practice: Iš vs. Nuo

INSTRUCTIONS:
The prepositions “iš” and “nuo” both mean **from** but have different connotations. “Iš” expresses **coming from inside of something** or the **location of origin**. For example: I am **from** America or She speaks **from** the heart.
“Nuo” expresses **direction** or **moving away from a location**. For example: In Moroni chapter 10, please read **from** verse 3 to verse 5.
In the following sentences, identify which form of **from**, **“iš” or “nuo”**, is required.
Identify which word would be best for the following sentences. Translate the sentences to Lithuanian.

1. I am <u>from</u> America.
2. Today we will be reading <u>from</u> the book of Alma.
3. We must pray <u>from</u> the heart.
4. We drove <u>from</u> Vilnius to Kaunas for zone conference last week.
5. If we pray sincerely we will receive an answer <u>from</u> God.
6. Moses came down <u>from</u> the mountain.
7. We will get off (<u>from</u>) the bus at the next stop.
8. If we endure to the end we will receive eternal life <u>from</u> God.
9. People come <u>from</u> everywhere to hear the prophet during General Conference.
10. Tonight, will you read <u>from</u> chapter 1 through chapter 5?
11. Evelina is from Lithuania.
12. We came from America to Lithuania because this message is important.
13. We are missionaries from the Church of Jesus Christ of Latter-day Saints.
14. Temptations come from Satan.
15. I came to the MTC and from that time on I was a missionary.
16. My companion is from England and the mission president is from America.
17. From the time of the apostles’ deaths until the time of Joseph Smith, there were no priesthood keys on earth.
18. I was transferred from Vilnius to Klaipeda.
19. The gift of tongues comes from God.
20. We receive the words of God from the prophet.
21. From Christ’s example we can learn to love all people.
22. Feelings of peace and love come from the Spirit.
23. We just left (went out from) the church.
24. From the beginning, God has had a plan for you.
25. We would like to begin with (from) a prayer.
26. People from Lithuania travel to the temple in Helsinki, Finland.
27. Becoming clean from sin is being healed spiritually.
28. We have been the sons and daughters of God from the beginning.
29. Joseph Smith read from the Book of James.
30. Their house is three stops from our apartment.
31. I prayed about the Book of Mormon, and from that time on I have known it is true.
32. From the time Joseph Smith prayed he was preparing to restore the church.
33. We receive confirmation from the Spirit.
34. Through Christ we can be cleansed from sin.
35. When missionaries are set apart, they are set apart from sin and from the world.
36. We will leave (go out from) the apartment at ten o’clock.
37. Nephi and his brothers ran from Laban’s men.
38. From now on will you live according to the Word of Wisdom?
39. This Book of Mormon is a gift from us to you.
40. We will be teaching Mantas today from 1:00 to 1:30.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center